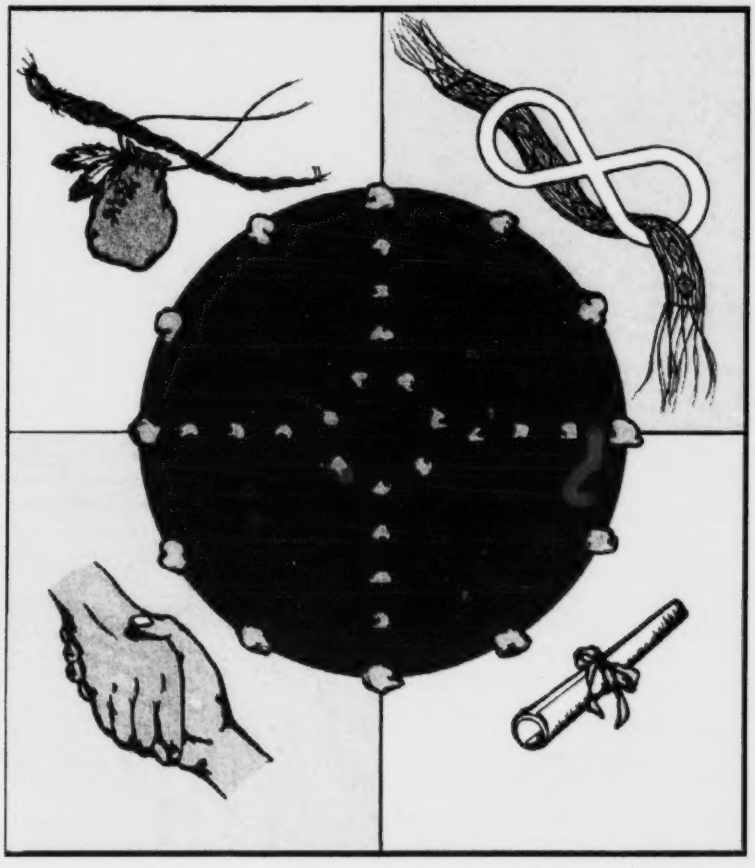
Saskatchewan Association of Health Organizations



HEALTH CAREER PATHING PILOT PROJECT

Final Report

December 2006

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EXECUTIVE SUMMARY
SASKATCHEWAN ASSOCIATION OF HEALTH ORGANIZATIONS
HEALTH SECTOR CAREER PATHING PILOT PROJECT

1. INTRODUCTION

This report, *A Career Pathing Experiment in Saskatchewan's Health Sector*, provides a detailed description of the Career Pathing journey. From theory and concept to consensus with many partners, stakeholders, and project test sites for the development and implementation of a first-of-its kind broad long-term human resource succession-planning model through career pathing.

In Phase I, the *Health Sector Labour Force and Training Needs Assessment Report* (2000) recommended career pathing as a means to support recruitment and retention of health care workers, and the building of a representative workforce. Phase II established the Career Pathing sub-committee in 2001. To advance Career Pathing in Saskatchewan's health sector SAHO conducted extensive research, consultation and collaboration. The result was identification of best practices, establishment of a career pathing framework, and identification of potential project test sites.

Beginning in 2003, with funding from Saskatchewan Learning, Saskatchewan Health, and First Nations and Métis Relations (FNMR), SAHO hired a Career Pathing Project Manager to work collaboratively with the newly formed Career Pathing Working Group, made up of members from the project test sites and other key partners such as SIAST, SALPN and CUPE. Integral to the development of the Career Pathing Project is the provincial Health Sector Partnership Steering Committee, which oversees and supports the project with timely advice and direction.

This report documents the steps taken in the initial Phase III implementation of Career Pathing. The report illustrates the methods, activities and content developed and used to inform the test sites, partners and stakeholders about the project, to maintain partnerships and to promote project communication. As well, the report describes the measures used to build capacity with the project test sites, develop competencies and facilitate readiness focus groups.

Project test sites are now well informed and anxious to move forward to the next stage of implementation that will include on-going research, capacity development, partnerships, selection of career pathing participants, development of career pathing tools and prototypes, evaluation and extensive communication.

2. METHODOLOGY

Building on the research and recommendations from Phase I and Phase II of the project, the Career Pathing Project Manager and the Career Pathing Working Group (CPWG) worked closely to oversee this stage of the project. Funding was received from partners to hire a project manager to work within the project test sites and to facilitate the following identified activities.

a) Establishment of up to six project sites that will provide a career planning preparation program for employees of Saskatchewan Regional Health Authorities and those employers under the Northern Inter-Tribal Health Authority umbrella.

b) Support to project sites in:
   - Capacity building activities and augmentation of internal leadership and capacity building with each health region;
   - Partnership development with unions;
   - Development and delivery of orientation sessions for participating health regions;
   - Development of competencies for career pathing advisors;
   - Lead pilot site focus groups to identify career pathing readiness and implementation needs;
   - Establishing participant selection criteria;
   - Provide strategic plans as a result of focus group consultations;
   - Development of a communications strategy along with marketing tools; and
   - Development of career pathing templates and evaluation tools.

c) Conduct research and information to evaluate: the process and impact of the pilot; what is working, where are the gaps; establish benchmarks for future planning and on-going success; and report these findings and recommendations.

d) An interim and final report.

These activities utilized a number of methodologies, including:

- Delivering presentations to health regions interested in participating in the career pathing project. These information sessions provided the catalyst for commitment from the health regions to come forward as test sites and the CPWG was formally established. The CPWG met monthly to guide this phase of the project.
- Holding orientation and awareness sessions with test sites, partners and stakeholders to deepen the understanding and achieve buy-in for the concept.
- Building capacity on the CPWG through leadership development, knowledge exchange, and professional development workshops and training.
- Preparing, developing and implementing test site focus groups to facilitate readiness/needs assessments and to begin development of strategic career pathing action plans.
- Developing tools and templates for the focus group process.
- Developing a communications and marketing strategy.

- Contracting experts to provide training and professional development, and to facilitate development of the Career Pathing Advisor competencies.
- Maintaining and nurturing partnerships and identify new partners.

3. OVERVIEW OF PILOT PROJECT ACTIVITIES

(a) Capacity Building Activities

Capacity building activities focused primarily on the CPWG with involvement in learning processes associated with the conceptual development of the pilot's key components including; topical education and awareness, communications and marketing, decision-making, development of concept papers and reports, providing leadership in the pilot sites, as well as initiating, developing and facilitating aspects of career pathing awareness and implementation. The CPWG and others involved in the pilot participated in professional development events such as Prior Learning Assessment and Recognition Portfolio Development and Mentoring Leadership. Planning is underway for further professional development sessions.

(b) Partnerships

Building partnerships has been a core activity in the development of the career pathing project, with diverse perspectives and interests being represented on the Health Sector Partnership Steering Committee (HSPSC). Discussions with a broad range of groups and stakeholders led to high interest and consensus that career pathing is an innovative labour force retention and recruitment strategy that respects diversity and inclusion of all members of our society.

SAHO has also signed formal tripartite agreements with all five major unions (CUPE, SEIU, SGEU, SUN and HSAS), and FNMR; this has resulted in representative workforce language being included in all five collective agreements.

Multi-party agreements have been signed with all 12 Regional Health Authorities, unions, SAHO, and First Nations and Métis Relations. A primary component of these formal partnership agreements is to '*prepare the health sector workplace*' to support the integration of Aboriginal people.

(c) Development and Delivery of Orientation Sessions

Career pathing is a multi-faceted process, which relies upon the buy-in and support of multiple stakeholders, within and beyond the health sector. For the past six years, orientation sessions and consultation with many regional, provincial and national groups have led to greater understanding and support for this innovative career pathing project.

Over the past two years, orientation and awareness session were facilitated at the pilot sites. The sessions consisted, generally, of an overview of workforce trends in the health sector, demographic trends in the Aboriginal population, a review of project research, analysis, and recommendations, anticipated activities, the Career Pathing Advisor role, the career pathing process and components, factors to consider in the project's implementation and next steps.

(d) Development of Competencies for Career Pathing Advisors

A consultant was hired to facilitate a one-day session to articulate the knowledge, skills and abilities of the Career Pathing Advisor position. The session was attended by Representative Workforce Coordinators and representatives from NITHA, SIAST, CAN/SASK, and SAHO.

A draft competency profile was developed providing the foundations to develop an initial draft job description using SAHO's EnCompassing Visions Program.

(e) Leading Pilot Site Focus Groups

The objective of the focus groups was to conduct a readiness/needs assessment of the pilot sites, to identify potential challenges and gaps, to set key priorities and develop a strategic implementation plan. A crucial consideration of the focus groups was to renew commitment of the various project stakeholders. Although some common needs were identified, the test sites also identified unique objectives and activities for the delivery and implementation of career pathing at the local level. These unique objectives will be incorporated in the development of each site's work plan and their common needs will be reframed as objectives/deliverables and be incorporated in the development of a sector strategy framework action and workplan.

(f) Provide Strategic Plans

SAHO and the CPWG have identified the outcomes (components) required to address development of strategic and action plans for the implementation of career pathing.

The sector strategic framework action plan has been developed to identify the direction (issues/needs), next steps and activities required to effectively guide the plan at a tactical level. This includes the development of a career pathing manual/resource guide, a communications and marketing strategy, on-going capacity building, development and maintenance of partnerships, development of participant recruitment criteria, research and identification of participant support systems and development of a competency system.

Each potential project test site has developed a concept statement that articulates a work plan outline as well as identification of any specific project characteristics or focus.

(g) Communications Strategy and Marketing

The communications and marketing has consisted of presentations, consultations and updates with a wide range of stakeholders, partners, and project sites. It has also included the documentation of project achievements in project reports, including distribution of project updates, information leaflets and brochures. In addition, presentations have been made at numerous conferences and organizational meetings. As well, SAHO co-hosted a western/national conference on Aboriginal Human Resource Strategies in which career pathing was highlighted.

(h) Research and Evaluation

Research conducted has not found any evidence of an employer sector actively discussing or actively implementing career pathing similar to the SAHO pilot project. In fact, employers do not have much familiarity with career pathing or recognition of prior learning as a human resource management strategy. The preponderance of research evidence leads to recognition of prior learning that exists in the formal education and training arena with programs to support students in a traditional approach to academic portfolio development and PLAR.

Informal qualitative evaluation shows that the pilot project and test sites have accomplished and met many of the deliverables. For example, more health sector employers, employees and union representatives, as well as partners, have awareness and some understanding of the concept, potential outcomes, benefits and opportunities provided by career pathing. As well, the project is well known outside the health sector as demonstrated by contact from other employers, government agencies, RPL organizations regarding the project and invitations to present at workshops and forums.

A formative and summative evaluation of the pilot project will be conducted by an external consultant to ensure objectivity and integrity. Key groups will be invited to participate in the establishment of the evaluation criteria and variable that will be evaluated. Various tools and techniques will be used to assess the quality and effectiveness of project accomplishments. The results will be compiled into reports outlining progress made, significant achievements, lessons learned and promising/best practices. The results will inform future initiatives in career pathing.

4. KEY FINDINGS

- Ongoing research is required to support and inform the pilot and project sites in the identification of best practices, challenges and to keep the project current.
- Project evaluation is a key assessment component respecting process and impact of the pilot in the project sites and in the health sector.
- Stable long-term funding is critical to the advancement of the project.
- Project champions are needed to ensure promotion and inclusion of the project at test site and health sector activities.
- Creating the infrastructure for career pathing evolves over time and requires extensive planning, consultation, communication and relationship building.
- Career pathing is about transformative change (not a short-term project). Therefore, building a supportive and committed partnership foundation requires consistent communication and patience with the process.
- Change takes long-term commitment to the vision, yet requires 'realistic' expectations.
- Career Pathing becomes a 'priority' with a 'champion' in a leadership role.

5. NEXT STEPS

- Building on SAHO's provincial pilot framework, each project test site identified unique objectives and activities for the delivery and implementation of career pathing at the regional level. These unique objectives will be incorporated in the development of each site's detailed work plan,
- The project test sites identified common needs and issues. The common needs and issues will be reframed as objectives/deliverables and be incorporated in the development of a sector strategy and work plan,
- Seek and secure stable funding to fully implement the Career Pathing Pilot in project test sites in order to:
  - › Develop career pathing tools and templates such as a career pathing toolkit;
  - › Continue to build capacity at various levels of the project;
  - › Develop and implement criteria for selection of career pathing participants (up to 20 per site);
  - › Hire Career Pathing Advisors for project test sites; and

- Hire evaluators (formative and final summative) to document and evaluate the implementation of career pathing in the test sites.

- Implement a communications and marketing strategy,
- Develop and maintain new and existing partnerships,
- Research and identify participant support systems,
- Identify and develop a competency system,
- Utilize needs and readiness assessment processes and collaborate with project sites to revise and develop a detailed career pathing work plan and timelines,
- Clarify the roles and responsibilities in career pathing and appoint a committee (Career Pathing Advisory Committee),
- Continue to expand orientation and awareness sessions for new stakeholders, partners and other organizations at regional and provincial levels,
- Continue to conduct research to inform the pilot and project sites respecting best practices.

6. CONCLUSION - Pioneers in Career Pathing

Ongoing consultation and collaboration with our partners over the years has prepared the way for the final development and implementation phase of ground-breaking career pathing prototypes within a variety of test sites in urban, rural, northern and First Nations health authorities. These test sites are anxious to begin the implementation of this innovative human resource research to address succession planning, retention and recruitment that is aligned to current and future shortages in the health sector, that will ensure the successful building of a Representative Workforce where *Aboriginal people are employed in all classifications at all levels in the workplace*.

In this context career pathing is a broad and comprehensive human resource model that incorporates leading-edge initiatives such as the w\holistic principles of recognizing prior learning (formal, informal and experiential) and asset mapping through portfolio development, mentorship and processes that guide the participant's transformation to empower and manage their futures and careers.

We believe Saskatchewan is well poised to create transformative change in the health sector through our experiential Career Pathing Project. We have laid out the groundwork through our collaborative and partnership approach, demonstrating that we are the *new pioneers* for moving forward social change in Saskatchewan's health sector through the development of innovative and successful career pathing prototypes. These prototypes

will be honed in a variety of test environments that will oversee the development and implementation of career pathing processes, prototypes, and tools to establish best practices in sustainable long-term human resource planning.

We have established a solid career pathing foundation with numerous accomplishments to date. These accomplishments include:

- development of initial research,
- training needs assessments,
- situational analysis,
- capacity building and understanding of career pathing initiatives such as the recognition of prior learning and portfolios,
- partnership and relationship building;
- focus groups to assess gaps, needs, and readiness to implement career pathing at all levels,
- development of a provincial strategy framework with identified roles and responsibilities of project partners,
- draft career pathing plans with unique goals and objectives identified by the sites, and
- career pathing tools such as a concept model and brochure and an extensive communications strategy.

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1. INTRODUCTION

1.1 The Saskatchewan Context

The challenge for the health sector today is to train and prepare skilled employees to meet the labour force demands of the future. There are several obstacles that must be addressed in order to successfully meet this challenge. Saskatchewan has an aging workforce with a significant numbers of employees, in certain classifications, nearing retirement. For example, in 2007, more than 1400 nurses in Saskatchewan will be eligible to retire (SAHO 2003).

Experience indicates that it is difficult to recruit into several classifications, especially in rural and remote locations. Further, reduced transfer payments from the federal government, health sector re-organization, and budgetary restraints by the provincial government, have resulted in cutbacks and the inability of some organizations to fill vacant positions.

While we are experiencing declining workforce numbers and challenges in retaining skilled employees in the health sector, Saskatchewan is facing a rapidly emerging Aboriginal demographic. Today, one-third of all new school entrants and 20 percent of our labour force are Aboriginal. By adopting a more focused approach to workforce development through a career pathing model, Saskatchewan will be well equipped to address the changing demographic scene in a proactive way.

Currently, Saskatchewan's Health Sector is not reflective of the general population. Career Pathing is essential if the industry is to meet its growing employment and retention needs, as well as the needs of the First Nations and Métis populations in Saskatchewan. Each year the employment gap between Aboriginal and non-Aboriginal people increases by one percent. Meanwhile every health region in the province and particularly the northern health regions have difficulty filling and retaining employees in several health occupations, such as nurses and technicians.

The best way to tap into Saskatchewan's large pool of potential Aboriginal employees is by developing partnerships with employers, unions, education and training institutions, governments, and the Aboriginal community. Saskatchewan's health sector has been involved in formal partnership agreements since 1995 and has hired more than 2100 Aboriginal people since then. Unfortunately, a large majority of new employees are hired to fill casual entry-level positions which results in a high turnover, creating retention issues. Training for a future skilled workforce, recruitment of these skilled workers, and then retaining these skilled workers, are some of the key challenges the health sector must address.

1.2 The Career Pathing Experiment

One solution for meeting Saskatchewan's labour force demands recommended by and supported by the Provincial Health Sector Steering Committee (HSPSC), established in 1999, is an innovative career pathing model and human resource experiment to address succession planning, retention and recruitment that matches employer demand with employee skills.

In this made for Saskatchewan model, health employers provide health care workers with opportunities to develop individual personal/professional career plans in which they compare and contrast their individual knowledge and skills inventory with existing opportunities in the health sector. By matching their interests and abilities with these real opportunities, pathways for career transitions can be more effectively, efficiently and meaningfully navigated. Supporting health sector employee's professional development by supporting their transition into career opportunities that arise is an important proactive step in creating a sustainable, responsive, and representative labour force. It will also increase employees' self-esteem and morale as they gain recognition for their existing abilities and support for potentially enriching career transitions.

The career pathing project will establish a dynamic menu of options and outline the various components required for career pathing. Project sites across the province in urban, rural and northern health regions will develop project components and determine priority career paths based upon employer needs (e.g., labour shortages and positions with retention challenges and positions that are hard to recruit), as well as employee interest and skills. A critical pilot component is 'flexibility' with each project site that will address specific project needs and priorities identified through a 'collaborative' planning process with input from a partners and stakeholders, including unions, employees, employers, SAHO and education and training providers.

Evaluation of the results of individual project site assessments will inform future initiatives and contribute to the creation of a sectorial approach to career pathing through the identification of lessons learned, best practices, and benchmarks. The findings of these project sites will help inform additional initiatives within and beyond Saskatchewan's health sector.

Research tells us that this project is the first of its kind across Canada to pilot the recognition of prior learning into a major employment sector's succession planning process. Incorporating innovative processes such as portfolio development, recognition of prior learning, mentorship, and other career planning strategies in a partnership model will lead the way across Canada in the implementation of a career pathing model for the health system.

1.3 Saskatchewan Association of Health Organizations (SAHO)

SAHO is a non-profit, non-government, member-driven organization whose members include Saskatchewan's regional health authorities, independent hospitals and special care homes, as well as various agencies and associations that provide health services, education and/or regulations. SAHO's allied members also include First Nations and Métis health agencies such as the Northern Inter-Tribal Health Authority (NITHA), Prince Albert Grand Council (Health and Social Development), Peter Ballantyne Cree Nation Health Services Inc. and the Métis Addictions Council of Saskatchewan.
SAHO provides its more than 150 members with leadership, services and a common voice. SAHO's mission is to serve our membership through leadership, advocacy, support and programs such as the Representative Workforce Program, Member Relations & Communications, Workplace Health, Safety & Education Services, Employee Benefits and Disability Income Plans, Finance & Administration, Information Services, Materials Management Services and Labour Relations.

Established in 1993 through an amalgamation of three health care associations (Health Care, Home Care, and Special Care Homes), SAHO is governed by a board of directors who are elected/appointed from each of our governing members that are made up of Saskatchewan's twelve regional health authorities and the Saskatchewan Cancer Agency.

In response to Saskatchewan's rapidly growing Aboriginal population and the escalation of employment disparity between Aboriginal and non-Aboriginal people in the health sector, SAHO signed a formal partnership agreement in 1996 with First Nations and Métis Relations to increase Aboriginal participation in the health sector labour force. In 1998, the Government of Saskatchewan funded the Representative Workforce Program (RWP) at SAHO.

The government's goal for the RWP is to increase Aboriginal employability and employment across public and private sectors in Saskatchewan. The program commits employers to developing new processes and partnerships with many partners to address the determinants of health for Aboriginal people such as, education, employment and working conditions, social support networking, income and social status, as well as workplace environment. (SAHO, 2003)

The Representative Workforce and Career Pathing Strategy resulted from partnership agreements as a new, innovative and focused approach to Aboriginal employment. The strategy calls for employers to work collaboratively with unions and the Aboriginal community to create a representative workforce where all Aboriginal people are employed in all classifications and at all levels in proportion to their potential labour force numbers in the population. (SAHO, 2003)

1.4 Health Sector Partnerships

Many partners have been involved in the planning and development phases of Career Pathing. Continuation of these partnerships and collaboration are crucial to the successful implementation of the Career Pathing initiative.

The HSPSC, made up of health sector employers, unions, professional associations, education and training institutes, federal and provincial governments and Aboriginal organizations, meets on a quarterly basis. The purpose of this partnership is to continue to partner and collaborate to identify, develop and implement strategies that address the broad training and employment needs of the health sector with a focus on Aboriginal employment initiatives. (See Appendix I for a list of Partners)

Since 2001, general education and awareness on career pathing has taken place with stakeholders, partners, committee members and their organizations. Introductory career pathing presentations have been made to the leadership in various partner organizations. The main purpose of these presentations and discussions was to provide information, create dialogue around career pathing initiatives and potential challenges for implementation. A secondary purpose was to create and broaden the partnership base to support career pathing and understand their potential role in implementing the health sector's career pathing initiative. A wide supportive network of partners and organizations continue to be involved in the career pathing initiative in a systemic way to provide ongoing support and make major contributions to the career pathing initiative. This established network will assist with ongoing implementation and sharing of information and best practices as we continue to collaborate with many partners at many levels.

1.5 Potential Project Site Participation

Following Phase I of the career pathing project and the 2000 report, the HSPSC unanimously agreed the priority was to develop a career pathing strategy for implementation. A sub-committee was formed in 2001 to develop a career pathing project for the health sector labour force. The sub-committee, co-chaired by the Saskatoon Health Region and the Saskatchewan Licensed Practical Nurses Association, included representatives from potential project site health regions, education/training providers and government. To move the strategy forward the sub-committee developed a "Career Pathing in Health Careers Model Framework" with the intent to facilitate the advancement and retention of current and future health care workers and promote a sustainable Representative workforce through career pathing.

Commitment and support for an evolving career pathing concept was clearly demonstrated by health employers and unions, and other partners through their participation on the HSPSC. Health regions and other organizations contributed personnel, paid their expenses and provided meeting space. As reported earlier the sub-committee evolved to the Career Pathing Working Group with ongoing representation from the health regions. During the project's developmental stage the committee often

met on a monthly basis. The work of this committee continues to the present; participating in project development, sharing information, providing timely direction, leadership in their regions, organizing awareness and information sessions, participating in capacity building and building partnerships at the provincial and local levels.

1.6 Background on the Career Pathing Project

In 1999, the HSPSC, agreed to collaborate in *identifying, developing and implementing strategies that address the broad training and employment needs for the health sector with a focus on Aboriginal employment initiatives and the development of a representative workforce.*

(a) Phase I

A research project comprised of a literature review, a human resource labour force and training needs assessment and a database of training providers/programs was undertaken and in 2000 a final report, *The Health Sector Labour Force Training Needs Assessment Report*, was completed. The report identified key findings, such as barriers to employment in both the workplace and in the education and training system, as well as recommendations and strategies. Career pathing was determined to be an effective approach to meet the needs of retention, recruitment and a representative workforce. The findings of the 2000 report laid the groundwork and mandate for Phase II.

(b) Phase II

In 2001 a sub-committee of the HSPSC was formed. The mandate of the sub-committee was *to facilitate career pathing of healthcare workers in order to help meet the current and long-term healthcare labour force needs, and to build a representative workforce.* The sub-committee developed a preliminary discussion/concept paper. Utilizing information gathered for the concept paper provided the sub-committee the opportunity to strengthen, clarify and deepen the understanding of career pathing and to realize the goals of an effective, sustainable, qualified representative workforce through development and implementation of career pathing. Partnership support for the concept paper enabled the project to move forward and in receipt of funding the sub-committee paved the way for the next steps in the project.

In 2003 a Career Pathing Project Coordinator was hired to lead initial research and development. Research specific to career pathing across Canada found very little or no broad sectorial approaches to career pathing. Consultations took place with regional, provincial and national groups. Six project sites (urban, rural and northern) were identified.

With confirmation of the six project sites the sub-committee evolved into the Career Pathing Working Group (CPWG). The CPWG is facilitated and led by SAHO and made up of representation from each of the project pilot sites, professional associations, education and training providers and government. The CPWG met monthly to provide

input and help guide an "*innovative, first-of-its kind career development model that will facilitate and enhance the advancement, retention and mobility of current and future health care workers in Saskatchewan...and...promote a sustainable representative workforce.*" (See Appendix II for a List of CPWG Representative Organizations)

A final report, *Building a Representative Workforce in Saskatchewan's Health Sector Through Career Pathing*, was published in 2004 in response to the province's desire to create a sustainable Representative Workforce *where Aboriginal people are employed in all classifications and at all levels in proportion to their representation in the working age population.* The report outlined key components of career pathing and Recognition of Prior Learning (RPL).

2. KEY DELIVERABLES

The 2004 final report, *Building a Representative Workforce in Saskatchewan's Health Sector Through Career Pathing,* made a series of recommendations to assist the HSPSC in the identification and development of the project's next steps, setting the stage for Phase III and implementation. These included:

- Establishment of up to six project sites that will provide a career planning preparation program for employees of Saskatchewan health authorities and those employers under the Northern Inter-Tribal Health Authority umbrella.
- Capacity building activities and augmentation of internal leadership and capacity building with each health region.
- Partnership development with unions,
- Development and delivery of orientation sessions for participating health regions.
- Development of competencies for career pathing advisors.
- Lead pilot site focus groups to identify career pathing readiness and implementation needs.
- Establishing participant selection criteria.
- Provide strategic plans as a result of focus group consultations.
- Development of a communications strategy along with marketing tools.
- Development of career pathing templates and evaluation tools.
- Conduct research and information to evaluate: the process and impact of the pilot and determine what is working, where the gaps are, establish benchmarks for future planning and ongoing success, and report these findings and recommendations.
- An interim and final report.

3. IMPLEMENTATION METHODOLOGY

Phase III, or the implementation phase of the project, is based on the preliminary research and recommendations articulated in project reports and supported by the HSPSC. SAHO and the Career Pathing Working Group have undertaken to identify activities and potential resources, tools and templates to meet the key deliverables and begin implementation in project sites, now and ongoing. Throughout this phase of the project,

the activities, resources, tools and templates have been considered open ended and dynamic, in order to provide for the collaborative process, develop consensus and ensure the implementation strategy meets the unique and common needs of each project site.

The following information outlines the potential project sites and each key deliverable, including associated activities.

Potential Project Test Sites:

- Mamawetan Churchill River Regional Health Authority
- Northern Inter-Tribal Health Authority
- Prince Albert Parkland Health Region
- Regina Qu'Appelle Health Region
- Saskatoon Health Region
- Sunrise Health Region
- Prairie North Regional Health Authority has expressed its interest to be considered as a project site.

3.1 Building of Internal Leadership and Capacity Building

(a) Capacity Building Activities

The Career Pathing Working Group (CPWG), a sub-committee of the Health Sector Partnership Steering Committee (HSPSC), is the Career Pathing project leadership committee providing strategic direction and reporting to their organizations. In addition, the Working Group fosters a Representative Workforce in the health sector. It is through this committee and its representatives that professional and capacity building is facilitated at the provincial level for project partners, for Career Pathing Advisors and/or pilot site Representative Workforce Coordinators, and at the project site on behalf of employers, employees, unions and stakeholders.

The CPWG has been on the developmental cutting edge of the career pathing project, since its inception in 2003. The Working Group actively participates in the learning process associated with the conceptual development of the SAHO career pathing project's key components, including:

- topical education and awareness,
- communications and marketing including project updates and a conceptual module graphic,
- decision-making respecting project next steps,
- development of career pathing concept papers for grant funding proposals,
- participation in the development of career pathing reports,
- providing leadership in the development and maintenance of Representative Workforce or Career Pathing Committees in the pilot sites,
- initiating, developing and facilitating aspects of career pathing awareness and implementation at the pilot site level.

(b) Level 3-Advanced PLAR/Portfolio Development

This three-day workshop was held on December 12-14, 2005. A professional development workshop, delivered at Wanuskewin Heritage Park to provide project sites with a deeper understanding of the issues and challenges that may arise for career pathing candidates. Diane Hill, the workshop's facilitator, is a world renowned expert in wholistic portfolio development from a First Nations perspective. She works at the First Nations Technical Institute, where she developed the PLAR portfolio process for their diploma social work students.

This advanced PLAR/Portfolio development workshop looked at issues identification that arise as one works through the portfolio process, the concept of PLAR as a tool to resolve the issues, and how to identify and work through the emotional issues arising from the process of "critical self-reflection." The workshop provided an overview of advanced strategies to support employees through transitions when other strategies appear insufficient.

Workshop Objectives:

- Acquire a working knowledge of the ethnostress phenomenon and its impact on human behaviour and whole person development;
- Apply the concept of unburdening in assisting clientele to process negative experience; and
- Assist clientele to identify learning and to reframe negative experience.

This workshop was attended by 14 participants representing the Career Pathing project pilot sites, additional health regions, SAHO, SIAST and a Tribal Council. Evaluation of the workshop was completed by the participants.

(c) Mentoring Leadership Workshop

In recognition of how mentorship benefits an organization with respect to recruitment, retention and creation of a healthy workplace and to gain knowledge on the topic, a two-day workshop hosted by the Saskatoon Regional Health Authority was held at the Wanuskewin Heritage Park on January 31 and February 1, 2006. The workshop was presented and facilitated by Peer Resources a non-profit organization and internationally recognized agency for mentorship training and program development. Peer Resources is particularly well suited for this training due to its specialized expertise and experience in the area of mentoring for diversity and peer mentoring for Aboriginal populations. Rey Carr and Stan Wesley conducted the session. Workshop attendance included Representative Workforce Coordinators, the Saskatoon Health Region, SAHO and Government stakeholders

Workshop deliverables:

- Improved understanding of mentoring;
- Identify the unique elements of healthcare mentoring;
- Use mentoring as a retention strategy;

- Become a more effective mentor or partner;
- Make more of mentoring connections;
- Learn the secrets of successful mentoring;
- Increase knowledge of mentoring trends; and
- Nourish your heart, mind and soul with a mentoring recipe.

On February 2, the same participants undertook an exploratory session. This discussion included the feasibility of mentor programs, learning & best practices, and a group discussion regarding "What can be done to increase agency support and advocacy with regard to mentoring?" Brainstorming about mentorship and a workshop summary discussion ended the morning session.

The brainstorm came to the following conclusions:

- Mentorship is a valuable component of succession planning and retention of health care employees;
- The parties need to work with unions to implement mentoring programs in the workplace;
- Mentorship needs to be formalized and linked into the career pathing project;
- A mentorship program needs to be designed and implemented; and
- Dialogue needs to be continued to bring together those involved in mentorship to define and learn from 'who is doing what.'

Workshop and exploratory session participants concluded that mentorship can benefit an organization monetarily and also enrich the skills and abilities of its personnel. Participants learned the concept of mentorship, necessary aspects to create a successful mentorship program and the skills needed by participants and the monitors to create a flourishing program. Attendees left with the knowledge and a "toolkit" to begin educating their agencies about mentorship and the ability to act as mentors to each other and to others in their own agencies. (SHR, 2006)

The Saskatoon Health Region has developed and adopted the following statement:

> *"The Saskatoon Health Region recognizes that building diversity among our staff will increase our competencies so that we can better serve the needs that arise from a diverse client base. One of the initiatives put into place over 2005-06 is the Representative Workforce Mentorship Program."*
>
> Goals:
> (i) To incorporate a culturally and "diversity" competent mentorship program in the Saskatoon Health Region that meets the needs of the diverse workforce population as well as the needs of the organization.
> (ii) To support the corporate strategic plan of increasing representation within the SHR workforce through an active, dynamic mentorship program.

(d) Ongoing Training Considerations

The CPWG met to assess workshops of value to the CP project sites and participants and have considered the following courses:

- Thought Patterns for Success Training from the Pacific Institute
  - Image 21: Fast Track to Change,
  - Thought Patterns for a Successful Career, and
  - Certified Facilitator Training (which will provide 'certification' to lead the process with clients).
- Practitioners Professional Development Workshop – Pacific Institute
- Guiding Circles: Active Engagement Workshop – Aboriginal Human Resources Development Council of Canada (AHRDCC)
- PLAR Foundation Workshops:
  - Learning Outcomes
  - Flexible Assessment Practices, Part 1 and 2
  - PLAR and the Portfolio
  - Advisor/Assessor Roles in PLAR
- PLAR Practitioner (Advanced) Course
- Portfolio Development Courses
- Centre for Education and Work:
  - Portfolio Development for Advisors
  - Train the Trainer, Portfolio Development for Workers in Transition
  - Train the Trainer, The Family Portfolio

(e) Planned Capacity Building Activities

Guiding Circles: Booklet 1, Understanding Yourself Workshop

Guiding Circles training is a product of the Aboriginal Human Resource Development Council of Canada (AHRDCC). Established in 1998, AHRDCC is Canada's Aboriginal Sector Council and a pillar of the Aboriginal Human Resource Development Strategy. The AHRDCC works collectively through strategic public and private sector partnerships to develop innovative employment solutions for Aboriginal people. (www.ahrdcc.com)

SAHO has arranged to sponsor a *Guiding Circles* training session on behalf of the Career Pathing Advisors in February 2007. This training is an initial step in assisting participants in meaningful career self-assessment. Activities help participants to identify and tell specific life stories. The stories are designed to be told in a positive, focused, self-reflection process in order to connect an individual's personal discoveries to the world of school and work. The self-portrait is recorded using the career circle, which helps participants evaluate eight elements of one's life: work/life roles, learning, balance, values/meaning, personal style/spirit, interests, gifts/aptitudes/skills and work connections. *Guiding Circles* promotes Aboriginal traditional approaches to career development.

The *Guiding Circles* workshop is intended for career practitioners. Some of the workshop objectives, as outlined in the promotional materials, include:

- Opportunity to experience a number of selected activities;
- Overview of the tasks of self-assessment, career exploration and decision making;
- Examination of the career circle as a framework for collecting and effectively using relevant career possibilities;
- Introduction to the concept of helping individuals identify and reconnect with their connections in life as sources of meaning, purpose and support as they explore career matters;
- Learning questioning strategies;
- Brainstorm on the practical implementation of Guiding Circles within the different communities; and
- Development of initial action plans for the implementation of Guiding Circles.

Esport Project

The Career Pathing Working Group is aware of a project in the Federal Penitentiary in Prince Albert, notably *Esport*. *Esport* is a self-assessment/diagnostic tool that supports and assists in identifying a candidate's essential skills against job requirements and National Occupation Classification standards (NOC) identified in the HRSDC Job Futures website. It generates a learning plan through the identification of gaps in skill sets and provides an e-portfolio and résumé builder. It is basically a simplified process for Recognition of Prior Learning of workplace essential skills and has the potential to be complimentary to *Guiding Circles*.

SAHO will arrange to invite an *Esport* facilitator to present and demonstrate the tool to the CPWG in 2007.

3.2 Partnership Development with Unions

SAHO is committed to increasing Aboriginal employment in Saskatchewan's health sector through a partnership process. SAHO is the health employers' bargaining agent, and as such, agreed to work with unions to identify provisions in collective agreements that may discourage or limit Aboriginal people from gaining access to health care jobs and identify possible solutions to these barriers. This has resulted in Representative Workforce language being included in the five major health care collective agreements. Multi-party agreements have been signed with all twelve Regional Health Authorities, unions, SAHO, and First Nations and Métis Relations. A primary component of these formal partnership agreements is to *'prepare the health sector workplace'* to support the integration of Aboriginal people.

Project sites have a history of partnership development, which contributes to the successes of career pathing. Partnership development with unions (CUPE, SUN, HSAS, SEIU, and SGEU) is crucial to the success of the career pathing strategy in the health sector. In the initial phases of the pilot, unions, as well as other potential partners and stakeholders, were consulted and brought into the planning and development stages and

continue to participate in the next stage of implementation. Important processes such as the Health Sector Partnership Steering Committee, the SAHO/First Nations and Métis Relations/Unions Tri-partite committees, and formal partnership steering committees at the regional level continue to develop and nurture these partnerships.

Partnership development with unions needs to be maintained and continually developed ensuring commitment and buy-in. Planning is underway to include career pathing awareness and capacity building within union leadership structures and to hold focus groups ensuring union interests are incorporated in the career pathing readiness/needs assessment and implementation plans. Discussion respecting this proposal, has been initiated with the CUPE Provincial Health Council leadership due to its proactive leadership role in representative workforce initiatives and in its support for career pathing.

3.3 Orientation/Awareness Sessions

Under the pilot's original timetable, career pathing focus groups and project site planning was to take place over the summer of 2005. An assessment by the project site's representatives confirmed that preliminary information sessions would be required in the project sites to build awareness and capacity respecting the components of career pathing, and to gain commitment for the pilot.

Orientation and initial question and answer sessions were facilitated by the Career Pathing Project Manager with Regina Qu'Appelle Health Region, Sunrise Health Region, Prince Albert Parkland Health Region and NITHA in the summer of 2005. The manager of the Representative Workforce Program delivered an information session to the Saskatoon Health Region. Attendance at these sessions usually included human resource officers and managers, department/program heads, union representatives, Representative Workforce Coordinators and/or the health region's career pathing committees or representative workforce committees.

In the fall of 2005, additional Career Pathing awareness sessions were held in four project sites. The sessions generally consisted of an overview of workforce trends in the health sector, demographic trends in the Aboriginal community and a review of the *Labour Force and Training Needs Assessment*, research and analysis, conclusions and recommendations. Sessions also included information regarding establishment of the project sites and anticipated activities, a description of the Career Pathing Advisor position roles and responsibilities, an explanation of the career pathing process and components including w\holistic portfolio development and recognition of prior learning, factors to consider in the implementation of career pathing as well as identification of the project's next steps.

Northern Inter-Tribal Health Authority (NITHA)

NITHA, including Mamawetan Churchill River Regional Health Authority (MCRRHA) and Northern Health Strategy (NHS), held a Career Pathing discovery session in

November 2005 inviting their stakeholders and potential partners. The purpose of the discovery session was to create awareness of career pathing as an innovative approach for succession planning in the northern health sector and in supporting northern health employees to explore and develop their personal career options in the health sector. The partner representatives included leadership, board members, management, human resource staff, employees, and health committee members.

NITHA is comprised of four partners; Northern First Nations health organizations: Lac La Ronge Indian Band (LLRIB), Meadow Lake Tribal Council (MLTC), Peter Ballantyne Cree Nation (PBCN) and Prince Albert Grand Council (PAGC). The partnership has initiated their career pathing project in stages in order to facilitate development of partnership linkages. The stages provide opportunities for the career pathing project to become embedded within northern Saskatchewan health human resource practices.

Stage I incorporated a strategy of readiness development, building awareness at partnership and management levels, identification of primary occupational health areas/paths for potential career pathing, planning for accessible delivery of LPN training in the north and development of supports for implementation of the career pathing project.

Stage II was a strategy to develop an implementation plan with PBCN utilizing funding from the Aboriginal Health Human Resources Initiative (AHHRI), existing NITHA and partnership budgets, and with SAHO support, expertise and resources. The components of this stage included awareness development and establishment of partnership relationships, research and capacity development, implementation planning and reporting.

Stage III will focus on implementation of the NITHA Partner Project Site with PBCN and development of an implementation plan for other NITHA partners.

3.4 Core Competency Development for the Career Pathing Advisor

On September 1, 2005, a working session was held to outline the core competencies required for the Career Pathing Advisor classification position being established within the health regions. Due to her content expertise in the development of occupational standards and competencies Sherry Sullivan, Director of Recognition of Prior Learning from the University of Manitoba, was contracted to facilitate this one-day session to articulate the knowledge, skills and abilities of a Career Pathing Advisor position.

This session was attended by health sector Representative Workforce Coordinators, a representative from NITHA, an Education Consultant from SIAST and a Career & Employment Consultant from Canada/Saskatchewan Career & Employment Services, the Manager of RWP and the Career Pathing Project Manager from SAHO.

A draft was developed and provided to the Career Pathing Working Group. Based upon this competency profile, an initial draft job description was developed using SAHO's En-Compassing Visions Program. (See Appendix III for Job Competencies and Job Description and Appendix IV for Assessment Tool).

Pending availability of cost sharing with SAHO, one health region project site was in a position to create a Career Pathing Advisor position using the developed competency profile. However, without long-term funding SAHO was unable to contribute and the position was put on hold.

3.5 Leading Pilot Site Focus Groups

(a) Identify Career Pathing Readiness and Implementation Needs

A critical step in Phase III was to hold focus groups with employers, unions and employees in the project sites. However, project sites are at various stages of development and readiness with respect to implementation. Therefore, the objective of the focus groups was to conduct a readiness/needs assessment and to set key priorities among the various interests identified by the project sites. The outcome of the session was to renew the commitments of the various parties, while identifying any potential challenges and gaps.

(b) Roles

- Employees need to understand the career pathing process and be willing to make the required investment to achieve long-term goals.
- Employers will need to develop increasing detail of the project requirements and ensure relevant resources are in place.
- Unions will need to gain a deeper understanding of the process and reaffirm their commitment.

(c) Career Pathing Key Components

Four key components of Career Pathing are at the heart of the Project Site Focus Groups Readiness/Needs Assessment and Strategic Planning sessions:

- Ongoing Research and Evaluation,
- Capacity Building (Leadership),
- Partnership Development (Communications Strategy), and
- Implementation.

(d) Focus Group Planning

A focus group template was developed by the Career Pathing Project Manager to assist the project sites in a readiness/needs assessment and to facilitate development of a strategic implementation plan. The template was based on key career pathing strategy components and a comprehensive activities menu as identified in project documents and

reports by the CPWG and HSPSC. The template design included the following components:

- An overview, history and analysis of the career pathing project and facilitation of a critical thinking process with respect to readiness,
- Identify what is needed to implement career pathing in the project test sites and develop a gap analysis.
- Development of an action plan designed to include the means to operationalize the project.

In April 2006, the project sites were contacted to organize and carry out the focus groups. However, the project sites were not convinced that focus groups, to the extent proposed in project planning documents, would be productive. In order to move the project forward, each of the sites met with the Career Pathing Project Manager to help redesign the focus group templates.

Each of the project sites met with the Career Pathing Project Manager to plan the redesigned focus group session and logistics. The modifications provided the project sites with assurance that this initial focus group session is the first in a series of steps to accomplish a readiness/needs assessment, deriving one or two priorities that could be acted upon within their current financial context. Project sites agreed to develop short-term and long-term plans to operationalize and implement priority actions or key aspects of career pathing in anticipation of new funding.

(e) Focus Groups

The SAHO Career Pathing Project Manager facilitated the Focus Group sessions. The sessions consisted of a project overview including information about the components of career pathing. Using a focused conversation method focus group members participated in general discussion to identify the health region's readiness and needs, to generate interests and ideas, and to priorize activities in each project site. Focus groups were held in Prince Albert Parkland Health Region, Sunrise Health Region, Mamawetan Churchill River Regional Health Authority and Regina Qu'Appelle Health Region. The Saskatoon Health Region and NITHA, working in collaboration with the CPWG, have undertaken alternate, yet compatible, actions to accomplish a readiness/needs assessment and implementation strategy. (See Appendix V for Focus Group Facilitation Guide and the Focus Group Facilitation Template)

3.6 Pilot Sites Strategic Planning

Following each focus group session, a report was prepared and distributed to the pilot site focus group participants. The report contained a summary of the session, identified issues, and highlighted the general themes of discussion and the agreed upon priorities. At this stage in the process, the themes and priorities were at a developmental stage of analysis and at a preliminary stage of strategic planning

Focus Groups Common Themes:

- A participant recruitment and selection criteria.
- A Career Pathing manual/resource guide (template).
- A manual/resource guide for mentorship, job shadowing, etc.
- Up-to-date workforce audits.
- Ongoing capacity building and leadership development through awareness, education, training and professional development.
- Ongoing partnership development (at the project site and provincial levels) with stakeholders and in the community.
- A communications strategy and development of marketing tools.
- Ongoing research to facilitate awareness and knowledge at all levels of the project.
- Project evaluation – process and impact of the project.

(a) Health Sector Strategic Plan Development

On October 2, November 3 and December 6, 2006, SAHO and the CPWG entered into discussion and development of the focus groups' common themes and issues to facilitate the projects implementation strategy and identify implementation activities. Analysis of the themes clearly demonstrated the project sites have many interests in common, resulting in the formation of a "sector strategic framework action plan".

Planning Template:

- Priorize the interests.
- Brainstorm the planning and implementation process.
- Identify specific actions in order to meet the objectives of each interest.
- Verify available resources (human, material, financial).
- Identify who is responsible for the action and who should be consulted or involved.
- Set a timetable for completion.
- Establish measures/indicators of success (evaluation process).

The sector strategic framework action plan identified the direction, next steps and activities to effectively guide the plan at a tactical level, utilizing centralized resources and the knowledge of the internal leadership acquired over the term of the project so far. The needs and interests of the project sites at this stage of the career pathing project will be best served through ongoing collaboration and best practice exchange, demonstration of project success and challenges, and development of standard career pathing products and services to serve as a cost-effective approach.

(b) Provincial Health Sector Strategic Framework Action Plan

Based on common themes identified by the focus groups, the following priorities were developed:

(i) Career Pathing Manual/Resource Guide

Objective: To develop and put into practice a manual/resource guide/template/toolbox that clearly defines and outlines the components of career pathing (RPL, Portfolio development, mentorship, job shadow, other pathing options).

Each focus group identified this issue as a key product necessary to inform the pilot sites on the components of career pathing. The product needs to include descriptions, definitions, policies, procedures, resources such as templates, guides, and workbooks dealing with Recognition of Prior Learning, the advising process, w/holistic portfolio development, the assessment process, and workplace facilitated career pathing methods such as mentorship and job shadowing.

Despite numerous orientation and awareness sessions with the pilot sites, partners and stakeholders, the concept of exactly what career pathing is an intangible at this point in the pilot venture. There is an abundance of material and sources to reference and develop into a Career Pathing Manual for the health sector. This interest is one of the first tasks the pilot project will tackle.

(ii) Communications/Marketing Strategy (Health Sector Internal)

Objectives:

- To develop and implement a communications and marketing strategy, and tools to promote participant recruitment.
- To gain employee and management support for the career pathing pilot venture including career pathing support mechanisms such as: workforce audits, employee learning audits and self-identification processes.
- To build awareness amongst all stakeholders to gain support and develop champions for the career pathing pilot venture in the Health Sector.

A communications strategy to promote and market the career pathing pilot has been in place since the Health Sector Partnership Steering Committee determined that Career Pathing is an effective approach to achieve a representative workforce, as well as a model to meet current and future labour force shortages and challenges in retention and recruitment.

Building on the established communications methods, an ongoing communications strategy will be developed. For this phase of the pilot, the communications strategy will be focused on the three objectives as stated above.

(iii) Capacity Building

Objective: To build capacity at the various organizational (operational) levels of the career pathing pilot.

Notwithstanding earlier stated information on this topic, focus groups unanimously targeted this issue as a critical component to the successful implementation of career pathing in the project sites. Capacity building, along with a communications strategy, is vital to foster organizational commitment to the pilot. Underlying this interest is the need to continue to target capacity development for Career Pathing Advisors. Career Pathing Advisors are the front line to ensure success of career pathing in the workplace.

At this time very little is available in the province to assist Advisors to learn and develop the competencies of this position. As a result, SAHO has contracted experts in specific aspects of the job to provide the necessary knowledge, skills and abilities (KSA). Advisors require the KSAs to promote and champion career pathing, utilize RPL processes, model career pathing principles, provide leadership in the planning and formulation of career pathing strategies, coordinate the elements of the project and build partnerships.

In a different context, but equally emphasized, focus groups identified additional career pathing resources requiring capacity building commensurate to their roles; health region human resource officers, CEOs, vice-presidents, department managers, employees and unions.

(iv) External Partners

Objective: To develop and maintain an understanding and awareness of the services and programs available through the Education and Training Providers and Professional Associations/Licensing Bodies to support health employers to provide career pathing.

A series of questions raised by participants at the focus group sessions verified an overt disconnect between the parties involved in the career pathing pilot and its partners, the Education and Training Providers and Professional Associations/Licensing Bodies. The underlying issues stem from a lack of awareness and understanding of the role, services and programs provided by these institutions in relation to RPL, portfolio and credential recognition, job qualifications and/or competencies, etc.

Strategies will be developed to create new forums and partnerships focused on linkages designed to ensure all stakeholders involved in the career pathing project are working together to meet the needs and challenges in health sector workforce planning and representative workforce initiatives.

Planning is underway to hold a one-day information-sharing forum, as a first step, in meeting the interest as stated above.

(v) Participant Recruitment Criteria

Objective: To develop and implement a career pathing participant recruitment criteria and selection process.

Other than general discussion and vague reference to this issue in past career pathing reports, little has been done to establish a recruitment criteria and selection process. On the one hand, pilot sites have not been in a position to recruit or provide the service and support needed by career pathing participants, and on the other hand, because it raises concerns about the selection process and the role of seniority.

During focus group discussions, this issue was documented and challenged by individual participants with conflicting priorities. A strategy will be developed to offer an environment and process conducive to finding common ground, reach consensus and meet the needs of competing interests between employers, employees and unions.

(vi) Participant Support Systems

Objective: To research and identify career pathing support systems (financial, social, etc.) and to develop and provide information and awareness for use by participants and project sites.

Similar to the interest concerning knowledge and awareness about services and programs delivered by the Education and Training Providers and Professional Associations/Licensing Bodies, an awareness/information gap was identified by focus groups respecting career pathing participant support systems. Numerous questions were raised about formal and informal support systems. A strategy will be developed to research and create awareness of available support services. As well there are questions about informal supports, such as family and the community. This is an interest that, when developed, could possibly be incorporated into the Career Pathing Manual.

(vii) Competencies

Objective: To clearly articulate occupational and/or performance standards (competencies) including the alignment of competencies in occupational streams (families) to facilitate a competency-based approach in participant advisement and assessment.

Critical to streamlining transitions for career pathing is the development of clearly articulated occupational or performance standards. Effective career pathing relies on a system whereby individuals apply their transferable knowledge and skills

from their previous life/work experience to make vertical or lateral career changes. The foundation of this process is the ability to match the occupational/performance standards of an employee with those of a target position. The employee would then identify any areas in which they are deficient and develop an individual personal/professional development plan to address these learning gaps.

However, at this point in time in the health sector, this issue is complicated by the Joint Job Evaluation system (job classification structure) in the provider unit and legislation (licensing bodies and professional competencies). A strategy to meet this interest under such complex conditions will need to be formulated taking into account the intricacy of the issue. This strategy will require a long-term approach, involving significant consultation, sensitivity and negotiation. Most likely this interest would be developed in parallel with the project, as opposed to an embedded component.

3.7 Communications Strategy and Marketing Tools

Presentations, consultations and updates with a wide range of stakeholders, partners and project sites have played a pivotal role in building awareness, support and buy-in for the pilot venture. In addition, the communications strategy included presentations at conferences and organizational meetings, documentation of the project achievements in project reports and on the SAHO website, co-hosting a western/national conference on Aboriginal Human Resource Strategies to build a Representative Workforce (including career pathing), as well as distribution of project updates, informative leaflets and brochures promoting career pathing.

Building on the established communications methods, an ongoing communications and marketing strategy is being developed. Planning is underway to develop a newsletter informing all partners of the progress and success in the project sites. As well, other specific interests, such as the capacity building and ongoing partnership development, will incorporate a communications component. With a view to assessing best practices, the existing communications strategy, methods and tools will be fully explored in addition to seeking new methods to inform and promote the project. (See Appendix VI for a sample Update and Concept Model, and Appendix VII for Communications and Marketing Strategy Outline)

3.8 Research and Evaluation

The Career Pathing Project Manager has conducted research locally, nationally and internationally, to find ongoing career pathing/RPL best practices and to locate examples of other career pathing projects. The prevalence of evidence exists in the education and training areas, supporting students in a traditional approach to academic portfolio development and PLAR.

Research, so far, has not found any evidence of an employer sector actively discussing, let alone implementing career pathing similar to the SAHO pilot venture. Further research has shown that employers do not have much familiarity with career pathing or RPL in the workplace or where there is some knowledge, how to adapt human resource structures to incorporate career pathing tools. SAHO's pilot venture is one of kind, a broad sector strategy, unique and innovative. Career Pathing is a transformative human resource strategy to address succession planning, retention and recruitment.

An informal qualitative evaluation shows that the pilot venture and project sites have accomplished and met many of the deliverables. For example:

- More health sector employers, employees and union representatives, as well as partners, have an awareness and some understanding of the concept, outcomes, and opportunities provided by career pathing.
- The pilot venture is also recognized outside the health sector, both provincially and nationally, as demonstrated by contact from other employers, government agencies, RPL organizations as well as requests for presentations at workshops and forums.
- The focus groups identified gaps in information respecting aspects of career pathing and have provided the benchmarks for future planning.

An external consultant, to ensure objectivity and integrity of the evaluation process, will conduct a formative and summative evaluation of the pilot venture. To ensure the relevance of and buy-in for the evaluation, key groups will be invited to participate in establishing the criteria and variable that will be evaluated in this pilot. Various tools and techniques will be used within the evaluation processes to assess the quality and effectiveness of project accomplishments. Results of evaluations will be compiled into reports outlining progress made, significant achievements, lessons learned and promising best practices. The results of formative and summative assessment will inform future initiatives in the career pathing pilot venture. (See appendix VIII – Formative and Summative Evaluation proposal)

4. PROJECT ACHIEVEMENTS

Aboriginal Health Human Resources: Innovative Employment and Learning Practices, Western and Northern Forum

In May 2006, Saskatchewan hosted a two-day Aboriginal Health Human Resources Forum co-sponsored by the Government of Canada, the Government of Saskatchewan and SAHO. The forum was an outcomes oriented event demonstrating innovative skills development and human resource best practices. During the forum promising practices in Aboriginal health human resource planning were highlighted and the representative workforce strategy was showcased. A total of 150 participants from the four western provinces, the territories, federal government, employers, unions, Aboriginal organizations, the education sector and Aboriginal students attended.

The SAHO career pathing pilot venture was presented in a workshop discussing its purpose, benefits and progress from inception to implementation.

Saskatchewan Labour Force Development Board Award

On June 8, 2006, the award for Human Resource Planning in the Succession Planning category of the 2006 Training in Excellence Awards was presented to SAHO. These awards, handed out by the Saskatchewan Labour Force Development Board, recognize organizations that contribute to the economic and social prosperity of Saskatchewan through succession planning and staff development. This award recognized SAHO's provincial Health Sector Partnership Steering Committee in creating a representative workforce through succession planning. SAHO was also recognized as a partner in the Promotion of Aboriginal Employment Award, which went to the Prince Albert Parkland Health Region.

Canadian Association for Prior Learning Assessment (CAPLA) Conference

CAPLA held its Sixth International Forum on Prior Learning Assessment and Qualification Recognition October 15-18, 2006 in Fredericton, New Brunswick. The SAHO Career Pathing Project Manager and the Manager, Aboriginal Employment Development Program attended the conference, participated in workshops and made a workshop presentation on the SAHO Career Pathing pilot venture.

Attendance at the conference was an opportunity to learn and inform ourselves about numerous issues, initiatives and best practices in the areas of adult learning and prior learning recognition and assessment. Information was presented in the context of Canada's labour shortage and the need to develop effective ways of evaluating essential skills and competencies in the workplace. A key component of the conference was the emphasis on recognizing and assessing the skills of immigrants to Canada, the development of the International PLA Network and the importance of sharing prior learning assessment and qualification recognition practices globally and through the use of technology with CAPLA's online community of practice as a resource at www.recognitionforlearning.ca .

For a list of presentations see Appendix XI.

5. LESSONS LEARNED

- Creating the infrastructure for career pathing evolves over time and requires extensive planning, consultation, communication and relationship building.

- Project sites require additional resources and personnel in order to begin full implementation. Without adequate funding full implementation is limited.

- Career Pathing is a complex and broad innovative human resource strategy involving many components. Moving from conception to full implementation requires extensive communication, and a gradual and deliberate pace to allow test sites time to reflect and address specific operational issues.

- Organizations will often strengthen their involvement in career pathing and make it priority when a champion can be identified to take on a leadership role.

- Other lessons adapted from Workforce Strategy Center:
  - » Build relationships around a shared vision and mutual advantage.
  - » Have realistic expectations.
  - » Obtain buy-in from senior leadership and assign adequate staff capacity to accomplish career pathing goals.
  - » Look for ways to achieve early successes.
  - » Track participant progress and outcomes.

6. PROJECT SUMMARY

Many of the key deliverables were developed and implemented at varying stages in the project sites. This report outlines the initial steps of a long-term pilot venture. Orientation/awareness of the project; capacity building at all levels; partnership maintenance, development and expansion; and a communications/marketing strategy will continue well beyond initial funding. This process is a model for long-term recruitment and succession planning.

Meeting some of the key deliverables required additional time. For example, the project sites requested additional information and awareness sessions before proceeding in the focus group sessions. Despite extensive communication and information sharing with stakeholders and employers since the pilot's inception, the need for dialogue, awareness and understanding of career pathing is ongoing within the project sites by a variety of stakeholders.

Implementation of the career pathing pilot venture components will lead to successful outcomes for both employers and employees, and contribute to the realization of a representative workforce in the health sector.

The following are some of the outcomes and anticipated benefits of career pathing:

- Development of a flexible, sector-wide career pathing model, leading to increased recruitment and retention, increased participation in education and training, and enhanced employment transitions.
- Development and maintenance of personal/career portfolios by project participants and strategic partners.
- Implementation of career planning supports through RPL, w\holistic portfolio development, mentoring, job shadowing, etc.
- Application by project participants to post-secondary education/training providers for advanced standing or academic credit for prior learning (formal, informal and experiential), and eventually, further education/training as required.
- Increased access to quality health and social development services for all residents of Saskatchewan communities.
- Development of community role models.

- A Saskatchewan model that will be used as a 'prototype' for other sectors across Canada.

The project test sites continue to show interest and commitment to the career pathing project but require sustainable funding.

7. PROJECT NEXT STEPS

Following completion of this stage of the Health Sector Career Pathing Pilot, several next steps have been identified. A list of next steps has been developed from discussion, consultation and focus group results. This list includes, but is not limited to:

- Building on the provincial project framework, each project test site identified unique objectives and activities for the delivery and implementation of career pathing at the regional level. These unique objectives will be incorporated in the development of each site's detailed work plan. (See Appendix IX for Project Test Site Concept Proposals)
- The project test sites identified common needs and issues. The common needs and issues will be reframed as objectives/deliverables and be incorporated in the development of a sector strategy and work plan.
- Seek and secure stable funding to fully implement the Career Pathing Pilot in project test sites and select project participants.
- Develop career pathing tools and templates.
- Implement a communications strategy and marketing plan.
- Continue to build capacity at various levels of the pilot.
- Develop and maintain new and existing partnerships.
- Develop and implement criteria for selection of career pathing participants (up to 20 per site).
- Research and identify participant support systems.
- Identify and develop a position competency system.
- Utilizing needs and readiness assessment process, collaborate with project test sites to revise and develop a detailed career pathing work plan and timelines.
- Clarify roles and responsibilities and appoint/select a committee (Career Pathing Advisory Committee).
- Continue to expand orientation and awareness sessions for new stakeholders, partners and other organizations.
- Continue to conduct research to inform the pilot and project sites respecting best practices.
- Hire or select Career Pathing Pilot Project Evaluation consultant (formative and final summative).
- Develop a Career Pathing Toolkit/Manual.
- Document the journey of the Career Pathing Pilot Venture.

As well, to guide the project for the duration of Phase III implementation, a dynamic strategy matrix has been developed, revised and updated. (See Appendix X for Pilot Project Strategy Matrix)

8. FINANCIAL

BUDGET: April 1, 2005 – December 31, 2006*

	Budget*	Partners*	SAHO/ Health*	Sector Partnerships
Project Manager Salary and Benefits	$70,750	$17,500	$33,250	$20,000
Travel/Accommodation/Meals	$20,750	$4,375	$11,375	$5,000
Sector Coordination	$5,500		$3.500	$2,000
Career Pathing Advisor Training	$15,000			$15,000
Professional Development	$2,625		$2,625	
Communication and Marketing	$5,625		$2,625	$3,000
Reports and Evaluation	$6,750		$1,750	$5,000**
Overhead & Administration	$10,500		$10,500	
Total	**$137,500**	**$21,875**	**$65,625**	**$50,000**

In June 2005 the career pathing project initiated implementation activities. With 2005-2006 funding from Saskatchewan Learning ($50,000) and First Nations and Métis Relations ($25,000) a project manager was hired. A grant proposal for Saskatchewan Health was revised and submitted. Funding ($75,000) was received to hire a provincial Project Manager, to implement focus groups and build capacity within the project sites. Any funding from FNMR and Sask Health not spent in the 2005-2006 fiscal year has been carried over into the 2006-2007 fiscal year to support the Career Pathing initiatives. (FNMR provided additional funding [$25,000] for the 2006-2007 fiscal year not allocated at the time of this report.)

'In-kind' resources, provided by the pilot site health regions, have been invaluable in maintaining the ongoing development of the project. These resources include subsidizing CPWG representatives, salary, benefits and expenses to attend career pathing meetings, as well as providing meeting space and equipment for the committee.

In addition, a three-year funding proposal was developed and submitted in October 2005 to Human Resource and Social Development Canada (HRSDC). This proposal (Workplace Skills Initiative) is under review with a draft recommendation report being developed for final approval by the Minister responsible for HRSDC.

** This budget is premised on full funding from Advanced Education and Employment over the 21 months contained in this report and for 21 out of 24 months of funding from FNMR and Sask Health.*

*** Funding for the SAHO career pathing project report is outstanding.*

Financial – Expenditures by Deliverables Categories

Saskatchewan Association of Health Organizations
Career Pathing Pilot Project
Expenses April 1, 2005 - December 31, 2006

		April 1, 2005 - March 31, 2006	April 1, 2006 - Dec. 31, 2006	Total
Salary (Reports & Evaluation)				
Salaries (including benefits)		30,411	59,708	
	total			90,119
Travel/Accommodation/Meals				
61003	Travel - Committee	2,714		
61004	Travel - Staff	9,040	7979	
		11,754	7979	
	total			19,733
Sector Coordination				
63020	Audio Visual & Meeting Supplies	325		
43001	Beverage/Food Supply	20		
63070	Food Services	1,542	372	
63130	Meeting Costs	490		
62001	Telephone - Cellular	106	410	
62005	Telephone - Fax	1		
62003	Telephone - Long Distance	453	1	
62004	Telephone - Regular	235		
		3,172	783	
	total			3,955
Career Pathing Advisor Training				
	Consulting Fees	7,429		
	total			7,429

Note: Guiding Circles training postponed to Feb. 07

Consulting fees ($6500) + hotel/sustenance/kms ($3675) = $10,175

Professional Development

65001	Seminars	1,829	1,531	
	total			3,360

Communications & Marketing

63010	Advertising	4,526		
42000	Photocopying	40	88	
44002	Printing External	560	27	
44001	Printing Internal	218		
		5,344	115	
	total			5,459

Overhead & Administration

71005	Building - Janitorial)	312		
71009	Building Rent	3,740	394	
72014	Computer Equipment Purchases	92		
63200	Postage	208	2	
72002	Equipment Maintenance	105		
43000	Office Expense	730	81	
41001	Software/License/Purchases	1		
		5,188	477	
	total			5,665

Total Expenses	65,127	70,593	
Total Expenses April 1/05 to Dec. 31/06			135,720

Career Pathing\Phase III Proposal\Sk Learning\AEE Final Report\Apr05 Dec06\Expenses

Financial – Expenditures by SAHO Budget Categories

Saskatchewan Association of Health Organizations
Career Pathing Pilot Project
Expenses April 1, 2005 - December 31, 2006

		April 1, 2005 - March 31, 2006	April 1, 2006 - Dec. 31, 2006
63010	Advertising (communications and marketing)	4,526	
63020	Audio Visual & Meeting Supplies (sector coordination)	325	
43001	Beverage/Food Supply (sector coordination)	20	
71005	Building - Janitorial (overhead & admin)	312	
71009	Building Rent (overhead & admin)	3,740	394
72014	Computer Equipment Purchases (overhead & admin)	92	
	Consulting Fees (CP Advisor training)	7,429	
63200	Postage (overhead & admin)	208	2
72002	Equipment Maintenance (overhead & admin)	105	
63070	Food Services (sector coordination)	1,542	372
63130	Meeting Costs (sector coordination)	490	
43000	Office Expense (overhead & admin)	730	81
42000	Photocopying (comm & mkting)	40	88
44002	Printing External (comm & mkting)	560	27
44001	Printing Internal (comm & mkting)	218	
	Salaries (including benefits) (reports and evaluation)	30,411	59,708
65001	Seminars (professional development)	1,829	1,531
41001	Software/License/Purchases (overhead & admin)	1	
62001	Telephone - Cellular (sector coordination)	106	410
62005	Telephone - Fax (sector coordination)	1	
62003	Telephone - Long Distance (sector coordination)	453	1
62004	Telephone - Regular (sector coordination)	235	
61003	Travel - Committee (travel/accommodation/meals)	2,714	
61004	Travel - Staff (travel/accommodation/meals)	9,040	7979
Total Expenses		65,127	70,593

Total Expenses Apr. 1, 2005 - Dec. 31, 2006	135, 720

Career Pathing\Phase III Proposal\Sk Learning\AEE Final Report\Expenses Apr05 Dec06 Alt

9. APPENDICES

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Appendix XI
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Appendix I

Membership Organizations on the SAHO Health Sector Partnership Steering Committee (2005 – 2007)

Advanced Education and Employment (formerly Saskatchewan Learning)
Battlefords Tribal Council
Canadian Union of Public Employees
Canadian Union of Public Employees Health Care Council
Cypress Health Region
Dumont Technical Institute
First Nations and Métis Relations
First Nations University of Canada
Five Hills Health Region
Health Canada, First Nations & Inuit Health Branch
Health Sciences Association of Saskatchewan
Heartland Health Region
Keewatin Yatthé Regional Health Authority
Kelsey Trail Health Region
Mamawetan Churchill River Regional Health Authority
Native Access Program to Nursing
Northern Health Sciences Program/NEPS
Northern Inter-Tribal Health Authority
Parkland Regional College (on behalf of Saskatchewan Regional College System)
Prairie North Regional Health Authority
Prince Albert Parkland Health Region
Regina Qu'Appelle Health Region
Saskatchewan Labour Force Development Board
Saskatchewan Association of Licensed Practical Nurses
Saskatchewan Emergency Medical Services Association
Saskatchewan Health
Saskatchewan Indian Institute of Technology
Saskatchewan Registered Nurses Association
Saskatchewan Union of Nurses – Board of Directors
Saskatoon Health Region
Service Employees International Union – Local 333
Saskatchewan Government Employees' Union
Saskatchewan Institute of Applied Science and Technology
Sun Country Health Region
Sunrise Health Region
University of Saskatchewan, College of Nursing

Appendix II

Career Pathing Working Group Participant Organizations

Mamawetan Churchill River Regional Health Authority
Northern Inter-Tribal Health Authority
Prairie North Regional Health Authority
Prince Albert Parkland Health Region
Regina Qu'Appelle Health Region
Saskatoon Health Region
Sunrise Health Region

Advanced Education and Employment (formerly Saskatchewan Learning)
Saskatchewan Association of Health Organizations
Saskatchewan Association of Licensed Practical Nurses
Saskatchewan Institute of Applied Science and Technology
Saskatchewan Registered Nurses Association

Appendix III

Career Pathing Advisor Job Competencies and Job Description

SAHO Career Path Advisor DRAFT September 17, 2005

The Career Path Advisor uses a collegial approach to create opportunities for meaningful career development through and development or identification of opportunities within the health care field through organizational capacity enhancement and an inherently strength-based Recognition of Prior Learning approach to career-pathing.

1. STRENGTHS-BASED APPROACH
The career path advisor will be able to use a collegial, strengths-based approach in the career-pathing process.

A. Take action based upon principles of appreciative inquiry.
   - Focus on participant's strengths and abilities rather than their weaknesses or inabilities i.e. use an asset model rather than a deficit model.
   - Celebrate achievements and encourage participants.
   - Celebrate achievements and encourage employers.
   - Affirm other's achievements and efforts.

B. Evolve and implement advising strategies that ensure holistic exploration of participants needs in relation to their environments.
   - Develop and implement counseling and advising strategies that respect and address the interrelationships of individual, family, community and society.
   - Incorporate emotional, mental (cognitive) physical and spiritual dimensions of an individual into the career assessment and advising process.

C. Co-facilitate and co-create the learning and advising process and product.
   - Work with client to jointly create meaning (Use a constructivist approach).
   - Develop mutually agreed upon plan with client
   - Support participants through strategies and activities for well-informed creative decision-making
   - Negotiate adjusting goals with participant as needed.
   - Involve participants in meaningful dialogue.

D. Use a responsive, exploratory process to determine individual strength and career opportunities.

E. Validate and respect participants.

2. ADVISING
The career path advisor will be able to provide career-path advising that supports participant's exploration and experience of fulfilling and satisfying career choices.

A. Establish and maintain a collaborative relationship with clients.
   - Co-create individual career plan
   - Co-create individual leaning plans

B. Guide participants to identify own skills, strengths, personal characteristics, values and interests.

- Work with candidates to identify knowledge and skills (prior learning).
- Teach/facilitate portfolio development and provide support or identify outside resources. Provide resources to support portfolio development –Describe what constitutes sound evidence
- Support analysis of enablers, inhibitors, forces that contribute to participant's learning or performance gaps.

C. Provide information on Recognition of Prior Learning options including credit transfer, Qualifications Recognition and Prior Learning Assessment and Recognition.
D. Interview clients to obtain employment history, educational background and career goals.
E. Identify barriers to employment and assist clients with such matters as job readiness skills, job search strategies, writing résumés and preparing for job interviews.
F. Facilitate participants in self-assessment of life/work balance and incorporate into career plan.
G. Mentor participant's leadership skills.
   - Encourages others to challenge traditional approaches
   - Helps participants implement innovative ideas
   - Asks thought provoking questions to spark participants creativity

H. Identify appropriate financial/funding sources and agencies for participants.
   - Facilitate/assist financial planning

I. Assess client needs, supports and resources available.
J. Recognize participant's personal context (background, individual experience) and its implications on their behaviour, performance, goals, etc.
K. Teach self-advocacy skills.
L. Support the development of self-directed career management.
   - Locate and use resources
   - Locate and use labour market information

M. Provide established workers with information on maintaining a job or moving within an organization, dealing with job dissatisfaction or making a mid-career change.
N. Refer participants to appropriate resources/supports.
O. Be familiar with appropriate assessment tools and make needed referrals.
   - Communicate formal and informal assessment results with learner and other stakeholders.

P. Provide tools and supports to participants to navigate through organizations, systems, cultures, and languages.
Q. Guide participants in becoming actively engaged in the career-pathing process
   - Self-evaluation/assessment
   - Describe types of educational/training opportunities and resources

R. Develop and maintain information and resources.
S. Monitor participant progress.

3. CAPACITY ENHANCEMENT
The career path advisor will be able to enhance community and organizational capacity with participants, community and other stakeholders through education, advocacy and relationship building.

A. Use knowledge of situations, systems and cultures to identify and mediate potential impact.
B. Investigate and adhere to organization's history, cultural and policies and procedures.
   - Educate communities about the culture of the organization.
C. Establish and build networks, linkages, and working relationships with community agencies, organizations and institutions.
D. Initiative strategies for working together to promote cultural understanding.
E. Advocate for persons in need and lobby for solutions to problems directly affecting them.
   - Describe the role of the career-path advisor as an activist and agent of change.
   - Work within organizational policies and procedures.
F. Communicate/educate about the career-pathing initiative
G. Establish, maintain and nourish partnerships.
H. Collaborate with education providers, employers and funders, partners, professional associations, union and other stakeholders.
I. Create an environment that fosters and supports innovation.
J. Negotiate politics
   - Establish "buy in"
   - Cultivate and maintain project "champions"
   - Use influence of networks to advance opportunities.

4. WORKFORCE PLANNING
The career path advisor will be able to engage in work force planning that facilitates the matching of people with the right skills, experiences, and competencies in the right jobs at the right time.

A. Audit organizations, HR systems, needs, resources, trends, culture, to ensure success in planning.
B. Identify career streams within and organization/community.
C. Recognize labour relations implications and limitations on career pathing. Investigate and adhere to labour standards and regulations
   - Recognize when to refer to regulations, legislation, and collective agreements to address participant's or organization's issues and problems.
D. Work with Labour Market Information (LMI)
   - Identify sources of labour market information
   - Collect labour market information for clients regarding job openings, entry and skill requirements and other occupational information
   - Analyze and interpret labour market information statistics and trends
E. Apply Basic Principles of HR development in planning and communicating.
F. Access and use statistical data.

5. PLANNING
The career path advisor will be able to develop, align and manage program direction, group goals and individual objectives to achieve an organization's goals and objectives.

A. Develop advisor process and plan.
B. Create, monitor and evaluate work plan.
   - Create action plans based on program's philosophy, involving others as appropriate.
   - Modify as needed.
C. Organize/facilitate meetings (videos/teleconference)
   - Prepare for meetings
   - Establish agenda
   - Ensure appropriate representation
   - Coordinate meeting logistics (time, place, etc.)
D. Manage projects.
E. Commit to a timely course of action, which considers alternatives, risks and consequences in light of organizational goals, values, resources and restraints.
F. Market and promote career-pathing initiative
   - Disseminate information
   - Create promotional material
   - Develop a participant and organization recruitment plan
G. Systematically monitor and evaluate program effectiveness and use data for program improvements, capacity building and accountability.
   - Create program evaluation tools
   - Develop a program review process that is ongoing and participatory
   - Revise program based on evaluation as necessary
H. Provide feedback to all stakeholders.
I. Operate within a budget and provide feedback
J. Establish and maintain mentorship program.
   - Identify key people (not just roles) for mentoring
K. Establish and maintain job-shadowing program.
L. Develop inventory of key people to respond to needs and to support career-pathing process and initiative.
M. Anticipate potential problem areas through observation, data analysis and interpretation and take appropriate action to avoid or resolve problems.

6. COMMUNICATION
The career path advisor will be able to communicate effectively with a wide variety of people and situations in both oral and written formats.

A. Produce written documents that are clear, concise and in an appropriate format for the intended purpose.
B. Use language and communication skills that are understandable and culturally relevant.
C. Facilitate groups

- Conduct focus groups
- Involve group members in translating vision into action
- Guide participants toward a meetings objectives; modifying behaviour according to tasks and individuals present
- Establish positive ground rules
- Address behaviour in a respectful and effective manner
- Refocus attention to relevant issues
- Effectively manage group dynamics.

D. Write effective reports for specific target audiences.
E. Deliver basic information using appropriate tools, vocabulary and non-verbal language through interview or presentations.
F. Interview-candidate /participant, potential mentors, employers, managers
G. Liaise between participants and education/training/learning opportunities/ professional associations and unions.
H. Negotiate to create mutually acceptable solutions.
I. Maintain documentation.
J. Use appropriate media for communication-email, phone, teleconference, and videoconference.

8. INTERPERSONAL
The career path advisor will be able to demonstrate appropriate interpersonal skills with a wide variety of people and situations.

A. Create and maintain a respectful, supportive relationship with participants and others.
B. Use appropriate interpersonal styles to inspire and guide others toward vision and goal achievement (leading).
C. Recognize and defuse potential crisis situation; proactively promote healthy approaches to managing stress.
D. Perceive, assess and positively influence one's own and other people's emotions (emotional intelligence).
E. Demonstrate flexibility and effectiveness with changing environments, tasks, responsibilities and people.
F. Demonstrate empathy.
G. Form meaningful connections with people.
H. Display non-judgmental behavior.
I. Assess signs of distress and respond effectively.
J. Embrace cultural differences.
K. Be present, acknowledge and listen.
L. Help resolve conflict by bringing conflict and dissent between others into the open to arrive at constructive solutions while maintaining positive relationships.

7. PROFESSIONALISM
The career path advisor will be able to demonstrate professional attitude and approach in their practice.

A. Familiarize themselves with current/historical context of local community (Aboriginal) and implications.
B. Explore, articulate and assess the impact of personal values on their interactions with others.
C. Respect and identify their personal/professional limitations.
D. Undertake ongoing professional development.
   - Create own short and long-term career path/plan.
E. Demonstrate strong organizational skills
   - Manage time effectively
   - Set priorities
   - Model appropriate life/work balance in their lives.
F. Maintain professional ethics
   - Maintain confidentiality
   - Set and maintain appropriate boundaries
   - Work within organization's Code of Ethics
G. Maintain motivation even in the face of unforeseen delays, setbacks, policy shifts and disappointment.
H. Demonstrate awareness of and ability to implement strategies for self-care.

9. CRITICAL THINKING AND RESEARCH
The career path advisor will be able to apply critical thinking and research skills to make choices and recommendations in their work

A. Analyze situations by identifying, organizing and interpreting information (may be intuitive) to understand situations or concerns.
B. Take a provocative approach to solution-finding and problem solving.
C. Research a topic to identify logical conclusions based on assessment of information available from a variety of sources and provide information to
M. Set aside personal biases and prejudices to make objective decisions based on facts.

10. TECHNICAL SKILLS
The career path advisor will be able to use technology to increase efficiency and effectiveness of communication, data management and day-to-day work requirements.

A. Prepare and send electronic mail (Email).
B. Navigate the Internet.
C. Use and maintain Desktop.
D. Use appropriate software that will contribute to efficient task completion and problem solving.

E. Create basic document and presentations using standard software.
F. Use and maintain computerized database.
G. Use audiovisual equipment including digital cameras.

SAHO

Job Description

Job Reference: 0086

Generated on 2005-10-07.

Job Title:	**Health Career Pathing Coordinator**	**Job Family:**	**Aboriginal Employment Developm**
Section:	**Aboriginal Employment Developm**		
Location :	**Regina Head Office**	**Job Group:**	**Technical/Professional**

General Information

Chief Function

Uses a collaborative approach for coordinating activities related to career pathing in the health sector toward succession planning which supports health sector employees to create individual career paths.

This position reports to corresponding Manager/HR Director in the Region while collaborating with partnership steering committee and regional provincial network of stakeholders. There are (no?) positions reporting to the Health Career Pathing Coordinator.

Responsibilities include:
- Promoting career pathing
- Use integrated RPL process for advising
- Model career path principles
- Tracking, reporting, statistics and documentation
- Provide leadership in planning and formulation of career pathing strategies, and effective coordination of elements of career pathing.
- Creating partnerships
- Navigate systems in health sector
- Working with a provincial network

Specific Accountabilities

1. Provides leadership and expertise to career pathing processes and activities working in conjunction with organizations and community stakeholders
- Awareness building and
- Advocacy
- Capacity Development
- Effectively apply knowledge of organizational culture, policy, procedures, resources,

needs and trends to inform career pathing
2. Enhance HR practices in health sector
3. Develop a plan for career pathing including accountability mechanisms and indicators, outcomes and outputs
4. Align career path activities with succession planning including recruitment and retention
5. Career dev with an integrated RPL approach
6. Advising
- referrals e.g. identify appropriate funding agencies,
- enhanced service delivery eg. Portfolios
- basic information
7. Coordinate employee support programs including mentoring, job shadowing etc.
8. Group facilitation
9. Recruitment and selection of participants
10. Cultural awareness/sensitivity
11. Assessment and evaluations
12. Conduct research and evaluation
13. LR implications
- Develops and delivers workshop and presentations
14. Partnership building
- Establish and build networks, linkages and working relationships with community agencies, organizations and institutions, etc.
- Participate in and contribute to regional/provincial network
- Advocating career pathing
- promotion and marketing
15. Career Pathing Program Development
- Identify program needs and communicate to responsible persons
- Tracking, monitoring, assessment, evaluation
- Reporting and providing feedback to partners and stakeholders
- Participate in research

Technical Requirements

1. Demonstrates competence (knowledge, skills, abilities) in career pathing processes and practices with an emphasis on RPL, career development, HRD, HRM, succession planning, representative workforce and partnerships building in a collaborative/inclusive manner
2. Combination of formal and experiential learning (substantially equivalent education and training and work/life experience
3. Knowledge, skills and ability to use appropriate technology (computers, hardware, software) for communication, data management, training and planning.
4. Self-reflective and self Aware
5. Interacts respectfully with other and embraces diversity

Key Competencies

- Setting challenging goals and objectives which are timely, realistic and measurable.
- Demonstrating an acceptable standard of personal and professional behavior in the work place.
- Acquiring and retaining knowledge/understanding through study, instruction or experience.
- Emphasizing corporate vision, mission, values and long-term goals rather than short-term objectives or perspectives.
- Being aware of and sensitive to cultural differences.
- Effectively recognizing and utilizing the skills of subordinates to accomplish work objectives; providing supervision, support and accessibility that is tailored to the subordinates level of maturity and ability.
- Applying reasoning and analytical abilities to accomplish work objectives; emphasizing logic and data when assessing situations and identifying possible courses of action and/or opportunities.
- Identifying and evaluating unique opportunities for improving SAHO (eg. cost reductions, use of resources, policies / procedures, products); generating new ideas, approaches or techniques having useful application.
- Demonstrating self-motivation; effective performance is driven from within rather than being conditional on pressure from external factors (eg. supervisor, peers, subordinates, deadlines, crises).

Background

The typical minimum level of education to perform this job competently is equivalent to completion of a university (bachelor) program involving acquisition of an advanced understanding of complex concepts and procedures in an area of work related to assigned duties. This specialized training is often recognized by a degree.

Directly/indirectly related work experience representing continuous learning and time required for someone to perform this job competently is three to six years.

Ongoing work assignments often have clearly defined goals. The incumbent's education, training, and previous experience ensure work assignments are successfully carried out because he/she understands what is expected, as well as the best approach to take.

SKILL

Practical/ Technical

Physical or muscular ability and dexterity are at a level that allows the person to perform a variety of manual tasks where general, large muscle coordination is particularly important, and/or where small muscle coordination contributes indirectly to achieving the goals of the job.

In terms of using the five senses of hearing, sight, smell, touch and/or taste, the person performs work where no extraordinary sensory acuity is required. Translating sensory information into a decision/action is a straightforward process.

Referring to the work aids used in performing the work, the job requires some technology training and experience to set up or operate machines and equipment and/or must be proficient in using computer programs or applications on a regular basis.

Interpersonal

The ability to organize thoughts in a logical and persuasive fashion and express those thoughts in conversation, writing and formal oral presentation is a very important skill requirement. Opportunities to exercise Communications skills occur on a regular basis, and application of these skills contribute directly to achieving the objectives and goals of the job as demonstrated by the following;

- Listening non-judgmentally to information presented by others is very important.
- Developing and verbally explaining information to superiors, peers, and subordinates (including employee representatives, if applicable) in a well thought out, logical, and effective manner is very important.
- Handling relations with the public, customers (including members), suppliers, or others outside the organization in a way that gets the message across with tact and diplomacy is very important.
- Building and using an effective network of people inside and/or outside the organization to give and receive information and to accomplish work objectives is very important.
- Dealing with the emotions of people using sensitivity and empathy is essential.
- Writing clearly and concisely to explain information in a well thought out, logical and effective manner is very important.
- Demonstrating flexibility to very quickly change communication style, format and content when presented with unanticipated information is very important.

The ability to influence, convince, direct and persuade others is a very important skill requirement. Opportunities to exercise interpersonal leadership skills occur on a regular basis, and application of these skills contributes directly to achieving the objectives and goals of the job as demonstrated by the following;

- Attracting, retaining, developing others and building morale is very important.
- The ability to get results from others over whom there is no formal authority is very important in this job.
- Achieving high standards of performance from others is very important.
- Dealing with sensitive situations/issues that require high standards of integrity (and test commitment to truth, purpose, trust and confidentiality) is very important.

- Working with a diversity of people (i.e., a wide range of ages, ethnic backgrounds/cultural sensitivities, etc.) in order to accomplish work objectives is essential.
- Contributing as a team member, where individuals work together and share equally in the exchange of ideas, concepts and process outcomes, is very important.
- Building and developing team approaches to problem solving, where individual skills and abilities are 'pooled' to address and resolve issues (that individuals on their own could not), is very important.
- Teaching, training, developing or otherwise improving the skills of others through effective coaching and guidance is very important.
- Demonstrating initiative and tenacity in understanding the needs of others (internal and external 'customers') and acting to address those needs is very important.

Problem Solving

Imagination, creative interpretation, and/or 'new approach' thinking are applied in the performance of a variety of routine and non-routine work, with accomplishments measured equally in terms of timeliness of delivery, accuracy of detail, and degree of imagination and creativity utilized.

The job's requirement for analytical and reasoning skills are such that the person performs some innovative techniques and methodologies which together provide a logical interpretation of gathered (objective or subjective) information. At this level, he/she works with sophisticated concepts and models and applies them within accepted practice as a subject matter specialist, addressing a variety of routine and non-routine tasks.

Interpreting motives, drives and needs in others is an important skill requirement. There are a number of different types of situations and issues that are resolved by this job picking up on subtle clues, synthesizing available information, and consciously applying various techniques to more fully understand the motives and needs of others. At this level of skill, there is a need to be intuitive; to realize that the satisfactory conclusion to an issue (with an individual or group) may rely as much on interpreting the information presented as in interpreting the information that rests "between the lines" (ie. information that is unspoken and unwritten).

Decision making skills - the ability to make practical, fair and objective decisions about the best solutions to problems - is an important skill requirement. Some opportunities exist to develop and apply these skills in this job as demonstrated by the following:

- Making decisions even with conflicting or incomplete information is important.
- Exhibiting well balanced judgment in arriving at conclusions under a variety of situations is very important.
- Taking evaluated risks or initiating actions to capitalize on opportunities is important.

- Making judgments that are time constrained and requiring immediate action is very important.
- Developing recommendations and influencing the decisions of others by identifying and bringing forward the key variables that need to be taken into consideration is very important.

Management Process

Required job skills for planning and coordinating (internal and/or external) resources and activities are applied to plan/coordinate activities involving a number of people, several different schedules and workplans within and/or across the department during a 12 month period. The content and objectives of assigned work are related, but there is notable variety to the technical and supervisory involvement the person must have/must coordinate in order to achieve plan. As well, or alternatively, the person coordinates and/or provides input to the department's annual planning exercises, comments on specific objectives and goals outlined in those plans, and builds approved objectives and goals into personal and subordinate work plans.

Business/social/political skills - the ability to grasp, comprehend and respond effectively to conditions, developments and practices affecting the organization - is beneficial. There is opportunity to develop or apply these skills in this job as demonstrated by the following:

- Seeing the 'big picture' (from the entire organization's perspective) and adjusting work to reflect the complex network of forces at play is important.
- Identifying new ideas, techniques and opportunities for improving effectiveness, performance and productivity is important.
- Acquiring and translating the organization's values, objectives, strategies and priorities into practical, workable programs, projects or plans is important.
- Acquiring and translating the pertinent issues and agendas associated with political, social, cultural and community environments into practical, workable projects or plans is important.
- Understanding and interpreting policy and procedure in situations where immediate response is expected, often without reference to documented material, is important.

EFFORT

Physical

Physical effort requiring manual dexterity is occasionally required (i.e., between 5 per cent and 25 per cent of time on the job).

Mental/ Sensory

On a daily basis, the work involves short to intermediate periods of non-interrupted mental/sensory attention (i.e., usually up to one (1) hour at a time, occasionally longer

than one (1) hour), with ample opportunity for breaks in concentration during the course of the work day.

Technological/ Environment

Based on the rate and complexity of change in this person's area of specialization, the effort to keep pace with new developments is moderate.

RESPONSIBILITY

Dollar Impact

This job has no responsibility for revenue or expense budgets.

Taking Action

In terms of direction and procedural constraints, the person generally works independently in accordance with standard practices, policies, and precedents. Supervisory direction is available when necessary.

Other

Responsibility for safety and health is best described as typical of most office jobs. An understanding of related policies, procedures and programs is expected to be demonstrated in the performance of duties.

In dealing with the external community (e.g., external customers, professional associations, community associations, etc.) displaying awareness, tact and diplomacy is essential. There are a number of formal, public occasions during the year to which the person performing the job is invited as an official representative of the organization. Statements made and actions taken directly (or potentially) impact relationships with external organizations and public image.

WORKING CONDITIONS

Mental Stress

- The work deals with the emotions of others, personal dealings which are extremely emotional and draining.
- There is considerable traveling required, and a number of evenings away from home (10 - 20% of time) each month.
- The job requires working a number of evenings and/or weekends every month (in addition to the normal work week, and without compensation).
- There is continual exposure to interruptions.

Incumbent:
(Name/Signature)_____

Title: _____

Date: _____

Approved By:
(Name/Signature)_____

Title: _____

Date: _____

Appendix VI

Career Pathing Advisor Assessment Tool

Instructions for using the Assessment

Assessing your learning

Each 'Outcome' describes a complex task required of career-pathing advisors. The *Elements of Performance* listed under each outcome statement indicates the particular knowledge and skills needed to successfully complete the task described in the outcome. When assessing knowledge and skills in these areas you should read the outcome statement first and then each of the Element of Performance indicators. Then reflect on whether or not the element of performance listed could be successfully demonstrated and to what extent. That is, if you feel the element could be successfully demonstrated, you would check "Yes", if some knowledge and skills in this area still needed to be acquired, you would check "Partially" and check "Need to learn" if there is very little or no knowledge and skill in the element of performance could be demonstrated.

How did you learn it?

If you checked "yes" or "Partially" then fill out the second column, *Learning Method.* In this section you need to think about and make brief notes about where and how the knowledge and skills were acquired that demonstrate the element of performance. (You could also use this section to describe how you will acquire the needed knowledge and skills if you need to fill a gap. That is, answer the question "How will I learn it?)

How could you prove it?

In the third section, Documentation/Assessment Tool, you need to think about and make brief notes about *how* you might demonstrate or prove that the knowledge and skills have been acquired. There are as many different ways to prove learning as there are elements, individuals and contexts. For example, you might describe a process, provide something that you have produced yourself or demonstrate the skill. (You could also use this section to describe the assessment tool that will be used if you have any gaps to fill).

Outcome 1: STRENGTHS-BASED APPROACH
The career path advisor will be able to use a collegial, strengths-based approach in the career-pathing process.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Take action based upon principles of appreciative inquiry. ☐ Yes ☐ Partially ☐ Need to learn	☐ Focus on participant's strengths and abilities rather than their weaknesses or inabilities i.e. use an asset model rather than a deficit model. ☐Celebrate achievements and encourage participants. ☐ Celebrate achievements and encourage employers. ☐Affirm other's achievements and efforts.		
B. Evolve and implement advising strategies that ensure holistic exploration of participants needs in relation to their environments. ☐ Yes ☐ Partially ☐ Need to learn	☐ Develop and implement counselling and advising strategies that respect and address the interrelationships of individual, family, community and society. ☐ Incorporate emotional, mental (cognitive) physical and spiritual dimensions of an individual into the career assessment and advising process.		
C. Co-facilitate and co-create the learning and advising process and product. ☐ Yes ☐ Partially ☐ Need to learn	☐ Work with client to jointly create meaning (Use a constructivist approach). ☐ Develop mutually agreed upon plan with client. ☐Support participants through strategies and activities for well-informed creative		

	decision-making. □Negotiate adjusting goals with participant as needed. □ Involve participants in meaningful dialogue.		
D. Use a responsive, exploratory process to determine individual strengths and career opportunities. □ Yes □ Partially □ Need to learn			
E. Validate and respect participants. □ Yes □ Partially □ Need to learn			

Outcome 2: ADVISING
The career path advisor will be able to provide career-path advising that supports participant's exploration and experience of fulfilling and satisfying career choices.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Establish and maintain a collaborative relationship with clients. □ Yes □ Partially □ Need to learn	□ Co-create individual career plan. □Co-create individual learning plans.		
B. Guide participants to identify	□ Work with candidates to identify		

own skills, strengths, personal characteristics, values and interests. ☐ Yes ☐ Partially ☐ Need to learn	knowledge and skills (prior learning). ☐ Teach/facilitate portfolio development and provide support or identify outside resources. Provide resources to support portfolio development – Describe what constitutes sound evidence. ☐ Support analysis of enablers, inhibitors, forces that contribute to participant's learning or performance gaps.		
C. Provide information on Recognition of Prior Learning options including credit transfer, Qualifications Recognition and Prior Learning Assessment and Recognition. ☐ Yes ☐ Partially ☐ Need to learn			
D. Interview clients to obtain employment history, educational background and career goals. ☐ Yes ☐ Partially ☐ Need to learn			
E. Identify barriers to employment and assist clients with such matters as job readiness skills, job search strategies, writing résumés and			

preparing for job interviews. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 2: ADVISING Continued…
The career path advisor will be able to provide career-path advising that supports participant's exploration and experience of fulfilling and satisfying career choices.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
F. Facilitate participants in self-assessment of life/work balance and incorporate into career plan. ☐ Yes ☐ Partially ☐ Need to learn			
G. Mentor participant's leadership skills. ☐ Yes ☐ Partially ☐ Need to learn	☐ Encourages others to challenge traditional approaches. ☐ Helps participants implement innovative ideas. ☐ Asks thought provoking questions to spark participants creativity.		
H. Identify appropriate financial/funding sources and agencies for participants. ☐ Yes ☐ Partially ☐ Need to learn	☐ Facilitate/assist financial planning.		
I. Assess client needs, supports and resources available.			

☐ Yes ☐ Partially ☐ Need to learn			
J. Recognize participant's personal context (background, individual experience) and its implications on their behaviour, performance, goals, etc. ☐ Yes ☐ Partially ☐ Need to learn			
K. Teach self-advocacy skills. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 2: ADVISING Continued…
The career path advisor will be able to provide career-path advising that supports participant's exploration and experience of fulfilling and satisfying career choices.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
L. Support the development of self-directed career management. ☐ Yes ☐ Partially ☐ Need to learn	☐ Locate and use resources. ☐ Locate and use labour market information.		
M. Provide established workers with information on maintaining a job or moving within an			

organization, dealing with job dissatisfaction or making a mid-career change. ☐ Yes ☐ Partially ☐ Need to learn			
N. Refer participants to appropriate resources/supports. ☐ Yes ☐ Partially ☐ Need to learn			
O. Be familiar with appropriate assessment tools and make needed referrals. ☐ Yes ☐ Partially ☐ Need to learn	☐ Communicate formal and informal assessment results with learner and other stakeholders.		
P. Provide tools and supports to participants to navigate through organizations, systems, cultures, and languages. ☐ Yes ☐ Partially ☐ Need to learn			
Q. Guide participants in becoming actively engaged in the career-pathing process. ☐ Yes ☐ Partially ☐ Need to learn	☐ Self-evaluation/assessment. ☐ Describe types of educational/training opportunities and resources.		
R. Develop and maintain information and resources. ☐ Yes ☐ Partially ☐ Need to learn			

S. Monitor participant progress. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 3: CAPACITY ENHANCEMENT
The career path advisor will be able to enhance community and organizational capacity with participants, community and other stakeholders through education, advocacy and relationship building.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Use knowledge of situations, systems and cultures to identify and mediate potential impact. ☐ Yes ☐ Partially ☐ Need to learn			
B. Investigate and adhere to organization's history, cultural and policies and procedures. ☐ Yes ☐ Partially ☐ Need to learn	☐ Educate communities about the culture of the organization.		
C. Establish and build networks, linkages, and working relationships with community agencies, organizations and institutions. ☐ Yes ☐ Partially ☐ Need to learn			

D. Initiate strategies for working together to promote cultural understanding. ☐ Yes ☐ Partially ☐ Need to learn			
E. Advocate for persons in need and lobby for solutions to problems directly affecting them. ☐ Yes ☐ Partially ☐ Need to learn	☐ Describe the role of the career-path advisor as an activist and agent of change. ☐ Work within organizational policies and procedures.		
F. Communicate/educate about the career-pathing initiative. ☐ Yes ☐ Partially ☐ Need to learn			
G. Establish, maintain and nourish partnerships. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 3: CAPACITY ENHANCEMENT Continued…
The career path advisor will be able to enhance community and organizational capacity with participants, community and other stakeholders through education, advocacy and relationship building.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
H. Collaborate with education providers, employers and			

funders, partners, professional associations, union and other stakeholders. ☐ Yes ☐ Partially ☐ Need to learn			
I. Create an environment that fosters and supports innovation. ☐ Yes ☐ Partially ☐ Need to learn			
J. Negotiate politics ☐ Yes ☐ Partially ☐ Need to learn	☐ Establish "buy in". ☐ Cultivate and maintain project "champions". ☐ Use influence of networks to advance opportunities.		

Outcome 4: WORKFORCE PLANNING

The career path advisor will be able to engage in work force planning that facilitates the matching of people with the right skills, experiences, and competencies in the right jobs at the right time.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Audit organizations, HR systems, needs, resources, trends, culture, to ensure success in planning. ☐ Yes ☐ Partially ☐ Need to learn			

B. Identify career streams within and organization/community. ☐ Yes ☐ Partially ☐ Need to learn			
C. Recognize labour relations implications and limitations on career pathing. Investigate and adhere to labour standards and regulations. ☐ Yes ☐ Partially ☐ Need to learn	☐ Recognize when to refer to regulations, legislation, and collective agreements to address participants or organization's issues and problems.		
D. Work with Labour Market Information (LMI) ☐ Yes ☐ Partially ☐ Need to learn	☐ Identify sources of labour market information. ☐ Collect labour market information for clients regarding job openings, entry and skill requirements and other occupational information. ☐Analyze and interpret labour market information statistics and trends.		
E. Apply Basic Principles of HR development in planning and communicating. ☐ Yes ☐ Partially ☐ Need to learn			
F. Access and use statistical data. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 5: PLANNING
The career path advisor will be able to develop, align and manage program direction, group goals and individual objectives to achieve an organization's goals and objectives.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Develop advisor process and plan. ☐ Yes ☐ Partially ☐ Need to learn			
B. Create, monitor and evaluate work plan. ☐ Yes ☐ Partially ☐ Need to learn	☐ Create action plans based on program's philosophy, involving others as appropriate. ☐ Modify as needed.		
C. Organize/facilitate meetings (videos/teleconference) ☐ Yes ☐ Partially ☐ Need to learn	☐ Prepare for meetings. ☐ Establish agenda. ☐ Ensure appropriate representation. ☐ Coordinate meeting logistics (time, place, etc.).		
D. Manage projects. ☐ Yes ☐ Partially ☐ Need to learn			
E. Commit to a timely course of action, which considers alternatives, risks and consequences in light of organizational goals, values, resources and restraints.			

☐ Yes ☐ Partially ☐ Need to learn			
F. Market and promote career-pathing initiative. ☐ Yes ☐ Partially ☐ Need to learn	☐ Disseminate information. ☐ Create promotional material. ☐ Develop a participant and organization recruitment plan.		
G. Systematically monitor and evaluate program effectiveness and use data for program improvements, capacity building and accountability. ☐ Yes ☐ Partially ☐ Need to learn	☐ Create program evaluation tools. ☐ Develop a program review process that is ongoing and participatory. ☐ Revise program based on evaluation as necessary.		
H. Provide feedback to all stakeholders. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 5: PLANNING Continued…
The career path advisor will be able to develop, align and manage program direction, group goals and individual objectives to achieve an organization's goals and objectives.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
I. Operate within a budget and provide feedback. ☐ Yes ☐ Partially ☐ Need			

to learn			
J. Establish and maintain mentorship program. ☐ Yes ☐ Partially ☐ Need to learn	☐ Identify key people (not just roles) for mentoring.		
K. Establish and maintain job-shadowing program. ☐ Yes ☐ Partially ☐ Need to learn			
L. Develop inventory of key people to respond to needs and to support career-pathing process and initiative. ☐ Yes ☐ Partially ☐ Need to learn			
M. Anticipate potential problem areas through observation, data analysis and interpretation and take appropriate action to avoid or resolve problems. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 6: COMMUNICATION

The career path advisor will be able to communicate effectively with a wide variety of people and situations in both oral and written formats.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Produce written documents that are clear, concise and in an appropriate format for the intended purpose. ☐ Yes ☐ Partially ☐ Need to learn			
B. Use language and communication skills that are understandable and culturally relevant. ☐ Yes ☐ Partially ☐ Need to learn			
C. Facilitate groups. ☐ Yes ☐ Partially ☐ Need to learn	☐ Conduct focus groups. ☐ Involve group members in translating vision into action. ☐ Guide participants toward a meetings objectives; modifying behaviour according to tasks and individuals present. ☐ Establish positive ground rules. ☐ Address behaviour in a respectful and effective manner. ☐ Refocus attention to relevant issues. ☐ Effectively manage group dynamics.		

D. Write effective reports for specific target audiences. ☐ Yes ☐ Partially ☐ Need to learn			
E. Deliver basic information using appropriate tools, vocabulary and non-verbal language through interview or presentations. ☐ Yes ☐ Partially ☐ Need to learn			
F. Interview-candidate/participant, potential mentors, employers, managers ☐ Yes ☐ Partially ☐ Need to learn			
G. Liaise between participants and education/training/learning opportunities/professional associations and unions. ☐ Yes ☐ Partially ☐ Need to learn			
H. Negotiate to create mutually acceptable solutions. ☐ Yes ☐ Partially ☐ Need to learn			

I. Maintain documentation. ☐ Yes ☐ Partially ☐ Need to learn			
J. Use appropriate media for communication, e-mail, phone, teleconference, and videoconference. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 7: INTERPERSONAL
The career path advisor will be able to demonstrate appropriate interpersonal skills with a wide variety of people and situations.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Create and maintain a respectful, supportive relationship with participants and others. ☐ Yes ☐ Partially ☐ Need to learn			
B. Use appropriate interpersonal styles to inspire and guide others toward vision and goal achievement (leading). ☐ Yes ☐ Partially ☐ Need to learn			

C. Recognize and defuse potential crisis situation; proactively promote healthy approaches to managing stress. ☐ Yes ☐ Partially ☐ Need to learn			
D. Perceive, assess and positively influence one's own and other people's emotions (emotional intelligence). ☐ Yes ☐ Partially ☐ Need to learn			
E. Demonstrate flexibility and effectiveness with changing environments, tasks, responsibilities and people. ☐ Yes ☐ Partially ☐ Need to learn			
F. Demonstrate empathy. ☐ Yes ☐ Partially ☐ Need to learn			
G. Form meaningful connections with people. ☐ Yes ☐ Partially ☐ Need to learn			

H. Display non-judgmental behavior. ☐ Yes ☐ Partially ☐ Need to learn			
I. Assess signs of distress and respond effectively. ☐ Yes ☐ Partially ☐ Need to learn			
J. Embrace cultural differences. ☐ Yes ☐ Partially ☐ Need to learn			
K. Be present, acknowledge and listen. ☐ Yes ☐ Partially ☐ Need to learn			
J. Help resolve conflict by bringing conflict and dissent between others into the open to arrive at constructive solutions while maintaining positive relationships. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 8: PROFESSIONALISM
The career path advisor will be able to demonstrate professional attitude and approach in their practice.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Familiarize themselves with current/historical context of local community (Aboriginal) and implications. ☐ Yes ☐ Partially ☐ Need to learn			
B. Explore, articulate and assess the impact of personal values on their interactions with others. ☐ Yes ☐ Partially ☐ Need to learn			
C. Respect and identify their personal/professional limitations. ☐ Yes ☐ Partially ☐ Need to learn			
D. Undertake ongoing professional development. ☐ Yes ☐ Partially ☐ Need to learn	☐ Create own short and long-term career path/plan.		
E. Demonstrate strong organizational skills.	☐ Manage time effectively. ☐ Set priorities. ☐ Model appropriate life/work balance		

☐ Yes ☐ Partially ☐ Need to learn	in their lives.		
F. Maintain professional ethics. ☐ Yes ☐ Partially ☐ Need to learn	☐ Maintain confidentiality. ☐ Set and maintain appropriate boundaries. ☐ Work within organization's Code of Ethics.		
G. Maintain motivation even in the face of unforeseen delays, setbacks, policy shifts and disappointment. ☐ Yes ☐ Partially ☐ Need to learn			
H. Demonstrate awareness of and ability to implement strategies for self-care. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 9: CRITICAL THINKING AND RESEARCH

The career path advisor will be able to apply critical thinking and research skills to make choices and recommendations in their work.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Analyze situations by identifying, organizing and interpreting information (may be			

intuitive) to understand situations or concerns. ☐ Yes ☐ Partially ☐ Need to learn			
B. Take a provocative approach to solution-finding and problem solving. ☐ Yes ☐ Partially ☐ Need to learn			
C. Research a topic to identify logical conclusions based on assessment of information available from a variety of sources and provide information to. ☐ Yes ☐ Partially ☐ Need to learn			
D. Set aside personal biases and prejudices to make objective decisions based on facts. ☐ Yes ☐ Partially ☐ Need to learn			

Outcome 10: TEHNICAL SKILLS

The career path advisor will be able to use technology to increase efficiency and effectiveness of communication, data management and day-to-day work requirements.

Element of Performance	Assessment Criteria	Learning Method (How Did You Learn It?)	Documentation/Assessment Tool (How Could You Prove It?)
A. Prepare and send electronic mail (E-mail). ☐ Yes ☐ Partially ☐ Need to learn			
B. Navigate the Internet. ☐ Yes ☐ Partially ☐ Need to learn			
C. Use and maintain Desktop. ☐ Yes ☐ Partially ☐ Need to learn			
D. Use appropriate software that will contribute to efficient task completion and problem solving. ☐ Yes ☐ Partially ☐ Need to learn			
E. Create basic document and presentations using standard software. ☐ Yes ☐ Partially ☐ Need to learn			

F. Use and maintain computerized database. ☐ Yes ☐ Partially ☐ Need to learn			
G. Use audiovisual equipment including digital cameras. ☐ Yes ☐ Partially ☐ Need to learn			

Appendix V
Focus Group Facilitation Guide and Template

CAREER PATHING DEVELOPMENT AND IMPLEMENTATION

PILOT SITE FOCUS GROUP READINESS/NEEDS ASSESSMENT AND STRATEGIC PLANNING SESSION

Facilitation Guide
June 2006
Dianne Barrow
Career Pathing Project Manager
SAHO

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I. Summary of Career Pathing

History

In 1999, the Health Sector Partnership Steering Committee (HSPSC), a co-partnership made up of employers, unions, professional associations, education and training institutes, government and Aboriginal organizations agreed to collaborate in *identifying, developing and implementing strategies that address the broad training and employment needs for the health sector with a focus on Aboriginal employment initiatives and the development of a representative workforce.*

Phase I

A research project comprised of a literature review, a human resource labour force and training needs assessment, a database of training providers/programs was undertaken and in 2000 a final report, *The Health Sector Labour Force Training Needs Assessment Report*, was completed. The report identified key findings, such as barriers to employment in both the workplace and in the education and training system, as well as recommendations and strategies. Career pathing was determined to be an effective approach to meet the needs of retention, recruitment and representative workforce. The findings of the 2000 report laid the groundwork and mandate for Phase II.

Phase II

In 2001 a sub-committee of the HSPSC was formed. The mandate of the sub-committee was *to facilitate career pathing of healthcare workers in order to help meet the current and long term healthcare labour force needs, and to build a representative workforce.* The sub-committee developed a preliminary discussion/concept paper.

Utilizing information gathered for the concept paper provided the sub-committee the opportunity to strengthen, clarify and deepen the understanding of career pathing and to realize the goals of an effective, sustainable, qualified representative workforce through development and implementation of career pathing. Partnership support for the concept paper enabled the project to move forward and in receipt of funding the sub-committee paved the way for the next steps in the project.

In 2003 a Career Pathing Project Coordinator was hired to lead initial research and development. Research specific to career pathing across Canada found very little and no broad sectorial approaches to career pathing. Consultations took place with regional, provincial and national groups. Six project pilot sites (urban, rural, northern) were identified.

With confirmation of the six project pilot sites the sub-committee evolved into the Career Pathing Working Group. The CPWG met monthly to provide input and help guide an *innovative, first-of-its kind career development model that will facilitate and enhance the*

advancement, retention and mobility of current and future health care workers in Saskatchewan...and...promote a sustainable representative workforce."

A final report, *Building a Representative Workforce in Saskatchewan's Health Sector Through Career Pathing*, was published in 2004 in response to the province's desire to create a sustainable Representative workforce *where Aboriginal people are employed in all classifications and at all levels in proportion to their representation in the working age population.* The report outlined key components of career pathing and Recognition of Prior Learning (RPL).

Phase III – Initial Implementation

In June 2005 the career pathing project initiated implementation activities. With funding from Saskatchewan Learning and First Nations and Métis Relations a project manager was hired. A grant proposal for Saskatchewan Health was revised and submitted. Funding was received to continue with a provincial Project Manager, to implement focus groups and build capacity within the project sites. In addition, a grant proposal was developed and submitted in October 2005 to Human Resources Skills Development Canada (HRSDC); however the funding proposal to HRSDC continues to be under review.

Visioning Career Pathing

Project pilot site activities began with development of a career pathing concept paper and a preliminary strategic plan for each site. In the fall of 2005 career pathing awareness sessions were held in five pilot sites, Regina Qu'Appelle Health Region, Saskatoon Health Region, Prince Albert Parkland Health Region, Mamawetan Churchill River, and Sunrise Health Region. NITHA held a Discovery session in November inviting their stakeholders and potential partners for the career pathing project.

Other activities included project pilot site capacity building respecting Recognition of Prior Learning and Portfolio Development as well as a review and development of the Career Pathing Advisor role and competencies.

In December the project manager resigned and the current project manager was hired March 2006

Where Are We Now?

Focus Groups

A primary step in Phase III is to hold focus groups with employers, unions and employees in the project pilot sites. However, pilot sites are at various stages of development and readiness with respect to implementation. Therefore the objective of the focus groups is to set key priorities among the various interests identified by the project pilot sites and conduct readiness assessments.

At this stage it is important to renew the commitments of the various parties, while identifying any potential challenges and gaps. Employees need to understand the career pathing process and are willing to make the required investment to achieve long-term goals. Employers will need to obtain increasing detail of the project requirements to ensure relevant resources are in place. Unions will need to gain a deeper understanding of the process and reaffirm their commitment.

Key Components

Four key components of Career Pathing are at the heart of the Pilot Site Focus Groups Readiness/Needs Assessment and Strategic Planning sessions:

- Ongoing Research and Evaluation,
- Capacity Building (Leadership),
- Partnership Development (Communications Strategy), and
- Implementation.

Career Pathing Model

The career pathing project is designed to develop and implement innovative career pathing processes and prototypes, to facilitate the advancement and retention of current and future health care workers, to establish best practices in sustainable, long-term human resource planning, to assist health employers create positive and supportive workplaces and to promote a representative workforce.

Career pathing, in this context, is a broad and comprehensive human resource model that incorporates leading-edged initiatives such as the w\holistic principles of recognizing prior learning (formal and experiential) and asset mapping through portfolio development, mentorship and processes that guide participants' transformation to empowerment and management of their futures and careers. Career pathing tools serve to assist participants to identify realistic career goals, develop an understanding of the education, training or skill development they may require, in career and education planning and decision making, and will facilitate assessment of prior learning for credit by regulatory bodies or by an appropriate education and training provider.

Benefits

Implementation of the career pathing project components will lead to successful outcomes for both employers and employees, and contribute to the realization of a representative workforce in the health sector. The six project pilot sites will support sustainability of career pathing by working with selected employee participants (Aboriginal, non-Aboriginal and IEHPs) and provide them with the support, tools and linkages needed to succeed in developing their own career paths.

Anticipated benefits of the project include:

- Development of a flexible sector-wide career pathing model, leading to increased recruitment and retention, increased participation in education and training, and enhanced employment transitions,
- Development and maintenance of personal/career portfolios by project participants and strategic partners,
- Implementation of career planning supports through RPL, w\holistic portfolio development, mentoring, job shadowing, etc,
- Application by pilot project participants to post-secondary education/training providers for advanced standing or academic credit for prior learning (formal and experiential),
- Increase access to quality health and social development services for all residents of Saskatchewan communities,
- Development of community role models, and
- A Saskatchewan model that will be used as a 'prototype' for other sectors across Canada.

Addendum

In April 2006 SAHO received a new project grant from Saskatchewan Health to research and develop career pathing for Internationally Educated Health Professionals (IEHPs). The goal is to further recruitment and retention of IEHPs to increase the supply of healthcare professionals in the province and Canada.

It is recognized that the work done to implement the current career pathing project, with an emphasis on Aboriginal training and employment, this is a model and starting point for IEHPs. The IEHP project funding will serve to support the existing career pathing project initiative.

Focus Group

Purpose

- To assist and support each pilot site in the determination of readiness.
- Facilitate a needs assessment.
- Develop an implementation strategy (short and long term goals).
- Identify unique project pilot site career pathing priorities and activities.

Deliverables (outcomes)

- A readiness/needs assessment of pilot site initiated:
  - » Review career pathing key components and activities.
  - » Identify current stage of preparation.
  - » Discuss interests and options respecting implementation.
  - » Decide what needs to be done to implement career pathing.

- Dynamic strategic plan (initial planning) developed:
  - » Determine priorities and resources (human, financial and material).
  - » Operationalize priorities and
  - » Map out activities, action plan and timetable for implementation and evaluation.
  - » Identify issues/activities for future discussion (parking lot). »

Arrange future strategic planning sessions.

  - » Revisit the mandate and structure of the regional career pathing committee and provincial Career Pathing Working Group.

- Other issues/activities as identified in the Focus Group.

III. Focus Group Agenda

_____Health Region
Career Pathing Project Pilot Site

READINESS/NEEDS ASSESSMENT
and
STRATEGIC PLANNING SESSION
(date/location)

1. **Welcome and Introductions**
   -(local representative and title)

2. **Purpose of Session & Facilitation**
   Dianne Barrow – Career Pathing Project Manager

3. **Overview of Career Pathing Project**
   (local representative or Dianne-Power Point presentation)

4.1 **Readiness/Needs Assessment Process**

4.2 **Strategic Planning Process**

5. **Next Steps**

6. **Adjourn**

V. Introduction to the Facilitation Tool

The Facilitation Tool is structured to assist the Focus Group in addressing key Career Pathing components: Ongoing Research and Evaluation, Capacity Building (Leadership), Partnership Development (Communications Strategy), Implementation and the activities associated with implementation of the project in the project pilot sites.

The activities listed under each component are identified as a result of document research including SAHO files, reports, meeting minutes, power point presentations and grant proposals developed over the life of the project so far. The activities listed are not exhaustive and it is anticipated that through discussion and analysis of each project pilot site's readiness and needs assessment other activities may be identified.

This Focus Group session is a first step in a three year process to examine, reflect, identify and plan the region's current readiness for career pathing, interests and needs respecting implementation, to map out a tangible (realistic/practical), yet dynamic (flexible) strategy to operationalize the details of the project and integrate methodology to measure/evaluate successes and challenges.

Career pathing, in order to succeed, requires the support and collaboration of all parties involved in the workplace; employers, unions and employees. Our efforts during this process must keep this setting, as well as other conditions, in mind.

Moreover, the Facilitation Tool is designed to solicit creativity, critical thinking, open and objective discussion and practical decision making.

This is just the beginning of an exciting new phase in strategic human resource planning and in the realization of a representative workforce in the health sector.

FACILITATION TOOL: CAREER PATHING FOCUS GROUP/STRATEGIC PLAN
PHASE III – DEVELOPMENT AND IMPLEMENTATION

Project Pilot Site:

Component A: Ongoing Research and Evaluation

Activities/Options	Interests/Ideas/Discussion	Action Plan/Level of Priority
Hold focus groups and strategic planning sessions in pilot site: ▪ assess readiness and needs ▪ selection criteria for participants ▪ develop initial strategic plan ▪ determine priorities ▪ establish short and long term goals		
Conduct workforce audit and collect current valid data: ▪ shortages ▪ turnover rates ▪ hard to recruit positions ▪ occupations actively recruiting ▪ and future needs		
Identify priority career paths: ▪ competency review ▪ document educational requirements		

▪ licensing and regulatory requirements. **Ongoing E-scan for projects and new developments:** ▪ national and global audit ▪ to inform the CP Project ▪ to identify best practices and new initiatives ▪ adapt/reinvent locally **Evaluation strategy for overall project and individual pilot projects:** ▪ on-going monitoring and evaluation ▪ collection of data ▪ regular progress reports ▪ identification and documentation of achievements ▪ identification and documentation of problems and challenges, problem solving and solutions, etc. **Further development of communications strategy** (see Partnership Development)		

FACILITATION TOOL: CAREER PATHING FOCUS GROUP/STRATEGIC PLAN
PHASE III – DEVELOPMENT AND IMPLEMENTATION

Project Pilot Site:
Component B: Capacity Building (Leadership)

Activities/Options	Interests/Ideas/Discussion	Action Plan/Level of Priority
Professional Development: ▪ Career Pathing Advisors ▪ Representative Workforce Coordinators ▪ Working Group Committee members ▪ Steering Committee members ▪ Strategic Partners **Training and workshops:** ▪ RPL principles and processes as they relate to career pathing ▪ w\holistic portfolio development ▪ career pathing and CP development ▪ intercultural awareness, including traditional indigenous knowledge ▪ culturally inclusive approaches to addressing issues arising from the portfolio process ▪ mentorship and coaching ▪ development of leadership skills		

FACILITATION TOOL: CAREER PATHING FOCUS GROUP/STRATEGIC PLAN
PHASE III – DEVELOPMENT AND IMPLEMENTATION

Project Pilot Site:

Component C: Partnership Development (Communications Strategy)

Activities/Options	Interests/Ideas/Discussion	Action Plan/Level of Priority
Create communication networks: ▪ education and training providers ▪ professional regulatory bodies ▪ applicable government departments ▪ **Develop collaborative relationships and establish communications protocols & processes:** ▪ education and training providers ▪ service providers ▪ professional regulatory bodies **Develop internal and external communication plan:** ▪ roll-out to entire region (management, unions and employees) ▪ partners to gain buy-in and support **Deliver orientation/awareness sessions on RPL** ▪ demonstrating how it supports effective, sustainable career pathing		

Develop methods to obtain input/feedback: ▪ desired outcomes ▪ priorities ▪ gain validation of project components, activities and results ▪ to assist with strategic planning		

FACILITATION TOOL: CAREER PATHING FOCUS GROUP/STRATEGIC PLAN
PHASE III – DEVELOPMENT AND IMPLEMENTATION

Project Pilot Site:

Component D: Implementation

Activities/Options	Interests/Ideas/Discussion	Action Plan/Level of Priority
Career Pathing Advisors: • develop, review and/or revise job description and competency profile for CP Advisor • involve CPAs in RPL and Career Development activities to support CPAs in developing their reflective personal/professional portfolio • develop individual learning plans for CPAs, linking their inventory of current KSAs with the performance standards of their position • deliver Career Pathing services to Health Sector employees as required to meet the needs of the pilot sites and RPL **Working with Participants (employees):** (Depending on the readiness of pilot sites, initial Career Pathing activities may be undertaken directly with employees) • w\holistic portfolio development involving critical self-reflection • involvement in Career Pathing process including interests, aptitude and attitude assessments • development of individual professional action plan outlining options for Career Pathing		

▪ involvement in up-skilling activities including educ and training, mentorship, job shadowing, secondmen self-directed study		

Appendix VI
Sample Update

SAHO Health Career Pathing Project Overview August 2005

SAHO
Saskatchewan Association of Health Organizations

The development and implementation of a career pathing model in collaboration with numerous regional, provincial and national partners will initiate effective systemic change in the labour force and establish best practices in sustainable, long-term human resource planning. The Career Pathing Project will assist health employers become "employers of choice" as we create positive and supportive workplaces for new and existing employees. Embedding Career Pathing processes within Saskatchewan's health sector labour force creates an attractive place for health care professionals and contributes to the long-term sustainability of the health sector's labour force.

The cornerstone of the career pathing process is the integration of (w)holistic portfolio development as a key component of this new model for human resource planning in the health sector. Career pathing, based upon (w)holistic principles for recognizing prior learning, establishes a flexible framework for mapping existing assets in the health sector through portfolio development. By documenting the learning (formal and experiential) of health sector employees, a 'talent inventory' can be created which can be matched with the present and future needs of the health sector, especially pertaining to difficult to recruit classifications. This will form a foundation for participants to explore and confirm future career aspirations in the health sector and make meaningful transitions.

The intent of the Career Pathing project is to support the success of employees involved in developing their own career paths, particularly Aboriginal employees in entry level positions, and guide their transformation to empowerment and management of their own futures and careers. The components of the Career Pathing Project will focus on this challenge and lead to successful outcomes for both employers and employees, and contribute to the realization of a Representative Workforce in Saskatchewan.

Anticipated Benefits of the Project include:

- Development of a flexible sector-wide career pathing model, leading to increased recruitment and retention, increased participation in education and training, and enhanced employment transitions
- Development and maintenance of personal/career portfolios by project participants and strategic partners
- Implementation of career planning support, such as mentorships and job shadowing
- Application by pilot project participants to post-secondary education/training providers for advanced standing or academic credit for prior learning (formal and experiential)
- Increase access to quality health and social development services for all residents of Saskatchewan communities
- Development of community role models

Status:

Initial planning is underway with pilot project sites, including Regina Qu'Appelle Health Region, Sunrise Health Region, Saskatoon Health Region, Northern Inter-Tribal Health Authority, Mamawetan Churchill River Health Region, Prince Albert Parkland Health Region.

Concept Model

Appendix VII

Career Pathing Communications and Marketing Strategy Outline Communications Materials – Estimate

2007

In order to meet the overall objectives of the Career Pathing Pilot Project we have identified a number of communications tools we anticipate will be required to promote participant recruitment, gain stakeholder support and raise awareness of the overall project.

A comprehensive communications strategy outlining our goals and objectives, specific to the communication of the project, and the methods we will be using to disseminate information and material regarding the project will be developed at a later date. Below you will find a list of the communications tools and materials that will support this strategy and a budget estimate with a break down of production costs and time requirements for their implementation.

Communication Tools

Bi-monthly Newsletter **$ 1,550/issue**
Quantity: 40,000 (3,000 bi-monthly over two years)
(8 – 12 hours)

Masthead **$ 3,850**
Quantity: 40,000 (3,000 bi-monthly over two years)
(5 hours, 3 hours/issue)

Brochure **$ 1,680**
Quantity: 10,000
(6 – 10 hours)

Folder **$ 8,500**
Quantity: 10,000
(6 hours)

Tent Cards (3-sided) **$ 2,775**
Quantity: 10,000

(6 – 10 hours)

Annual Report **$ 4,100**
Quantity: 10,000
(72 – 100 hours)

Final Report **$26,000**
Quantity: 3,000 (approx. 200 pgs. plus cover)
(250 – 500 hours)

Poster **$ 1,200**
10,000
(4 to 8 hours)

Program Guide **$ 4,200**
Quantity: 5,000
(24 – 40 hours)

Magnets **$ 6,000**
Quantity: 18,000
(4 – 8 hours)

Flysheets **$ 3,000**
Quantity: 5,000
(5 – 10 hours, 1 – 2 hours/sheet)

Pens **$11,500**
Quantity: 15,000
(1 hour)

Visual Identity
(20 – 60 hours)

An overall visual identity for this initiative will need to be developed. Once established, all communication materials will be developed with this visual identity as a guideline.

A masthead and template will have to be a newsletter that will be used to communicate bi-monthly to all internal audiences on the progress of the project. An external newsletter will be sent out twice a year to identified audiences.

Additional promotional materials to promote and provide information regarding the project will include a brochure, and flysheets with background information and information on the various models being used, as well as a program guide providing an overview of the project. These materials will be available for use at conferences and workshops. We will also develop a folder for these materials that will present these materials as a package that may also include a copy of the annual report or newsletters. Pens and magnets can also be used as giveaways to workshop participants, conference delegates, stakeholders and others expressing interest in the campaign.

To raise awareness of the project in health care workplaces, tent cards will be developed for use on tables in facility cafeterias and posters will also be developed to promote the project.

A report will be provided on an annual basis to all audiences/stakeholders to provide an update on results and findings of the initiative. Yearly forums inviting all stakeholders will provide an opportunity for all those involved to receive updates and ask questions regarding the progress of the project.

Once the project is complete, an in-depth final report documenting the work of those involved will be compiled and sent out to all audiences/stakeholders and available for future reference.

Appendix VIII

FORMATIVE AND SUMMATIVE EVALUATION PROPOSAL

Building a Representative Workforce in Saskatchewan's Health Sector
Through Career Pathing

Evaluation Proposal for Phase II and III

Submitted by

Dr. Sandra Bassendowski
Dr. Pammla Petrucka
Professor Carrie Bourassa

September 23, 2005

Introduction

This proposal outlines the approach for a formative evaluation of Phase II and II of the program, Building a Representative Workforce in Saskatchewan's Health Care Sector through Career Pathing.

Throughout the proposal, specific evaluation components are proposed rather than a specific model to ensure that the approach is practical and relevant to the project. Components can be used to make sure that all potential areas are considered but it allows the evaluator to focus on those that are most salient for judging a specific assessment of a program.

The intent is to provide SAHO and its stakeholders with an evaluation which emphasizes:

- Reasonable external validity;
- High internal validity;
- High reliability; and
- High ethical adherence.

This proposal is formulated and submitted based on the available information. There are a number of key outstanding questions which we consider essential before finalizing the evaluation proposal. These include the following:

1. This proposal suggests a formative evaluation of Phase II, but are we also to consider a summative evaluation of Phase I?
2. The objectives that are stated in the Final Report are difficult to measure as stated; do we develop the measurable objectives and parameters?
3. What are the expected timelines for the evaluations within the next 30 months?
4. We believe that a "Train the Trainer" model could be used to build capacity within this program, should we consider adding this initiative as a component of the proposal?
5. Do we have access to documents at each site that are related to the Career Pathways Program?

Suggested Components for the Program Evaluation:

Objectives of Evaluation	1. Stated objectives from Final Report of Program 2. Stakeholders to be served 3. Decisions about program 4. Rationale 5. Identified biases of evaluators
Specification of Program	1. Philosophy behind program 2. Goals or objectives

	2. Learning outcomes 3. Instructional strategies, procedures, aims 4. Stakeholders involved in program 5. Standards and indicators for judging quality
Program Outcomes	1. Opportunities, challenges, and experiences provided 2. Stakeholder gains and loses 3. Side effects and benefits 4. Costs of all kinds
Relationships and indicators	1. Congruencies- real and intended (a report of all congruence between what was intended and what was actually observed 2. Contingencies, causes, and effects 3. Trend lines, indicators, and comparisons 4. Stakeholder opinions 5. Employer statistics
Judgment of worth	1. Value of outcomes 2. Relevance of objectives to needs 3. Usefulness of evaluation information gathered (significance of implications of findings)

(Adapted from Stake 1969)

Defining the purpose of the evaluation

The purpose of the evaluation will determine how the evaluation is conducted, what information is collected, and how it will be reported. Identifying the goals of the evaluation recognizes the stakeholders, the phase of the project, and the kinds of questions to be answered. According to p. ix of the Final Report, the evaluation will be conducted to assess the project's benefit to participants and partners in meeting career pathing needs, assess the impact that the Health Career Pathing Project has on the development of a representative workforce, and to assess the benefits gained by both employers and employees.

Identifying Strategies for Data Collection

The evaluators will abide by the principles and values that are identified in the Final Report as accessibility, transparency, effective service, high quality assessment, flexibility, efficiency, and right to appeal. They will collect information using more than one method to balance the biases of a single method. In addition, the evaluation design will be flexible enough to allow for identification of additional data sources to corroborate the data collected in the first round.

The evaluation methods used for this evaluation will include synthesis of the previously completed literature review, an examination of pilot site documentation related to career pathing, key informant interviews, focus groups or sharing circles with pilot site participants, and surveys to program partners. The evaluation methods will be conducted within in a culturally respectful and holistic approach. The evaluators will consider the best ways to interact and communicate with both Aboriginal and non-Aboriginal participants.

The Final Report indicates that the Career Pathways Program includes 5 pilot sites with 20 participants at each site. It is anticipated that in Phase II there will be 2 visits to each site and 2 teleconferences to conduct the following activities:

1 trip to conduct to meet stakeholders and review site documentation
1 trip to conduct focus groups/sharing circles and interview key stakeholders
1 teleconference to introduce the project
1 teleconference to validate data and analysis of data

The number of days per site will be as follows:
La Ronge: 3 days per trip x 2 trips= 6 days
Prince Albert: 2 days per trip x 2 trips = 4 days
Yorkton: 2 days per trip x 2 trips= 4 days
Saskatoon: 2 days per trip x 2 trips = 4 days
Regina: 4 days

It is anticipated that 1-2 key informant interviews will be conducted at each site with a cross-section of the participants to determine their valuing and perceptions of the program. Focus groups and sharing circles will be conducted in Phase II and in the final year of the program. A review of the documents will occur at each site. Of special note will the ongoing portfolio review to assist with evaluating congruence of the pathing, planning, implementation, and assessment.

In Phase III, there will be one on-site visit and one teleconference.

Timelines

The evaluation of the program will ascribe to the identified timelines set out for the project for Phase II and Phase III. The report arising from the evaluation will be submitted to the project manager by a negotiated date to be determined in consultation and based upon reasonable response to the implementation of the project.

Dissemination of Results from Evaluation

The evaluators, in consultation with project managers, can discuss the appropriate use of the process and results for dissemination purposes in academic articles and conferences.

Acknowledgment of the partners and SAHO will be ensured at such presentations. In addition, opportunities for collaborative dissemination and knowledge exchange will be sought.

Summary

This proposal provides a draft of the approach for a formative evaluation of the Building a Representative Workforce in Saskatchewan's Health Sector through Career Planning.

Appendix IX

Project Test Site Concept Proposals Summary

Saskatchewan's health sector needs to be proactive in addressing current labour market realities and challenges in retention and recruitment if we are to continue to provide quality service to our communities. Within this context, the project test sites have identified their unique needs and objectives to meet workforce demands.

Each project test site will, consistent with foundational goals, objectives, and principles of the Career Pathing Pilot Project; demonstrate its unique characteristics and outcomes and provide a detailed career pathing work plan including objectives, outcomes and indicators; develop capacity and systems to realize its vision of career pathing; build new partnerships with local community stakeholders; and establish a career pathing committee at the regional level to guide the project site's implementation plan.

The following information highlights some of the specific goals, outcomes and measures of each of the potential project test sites that over the long-term will provide fertile ground for assessing and evaluating the various approaches, making comparisons, and sharing of results to assist health employers to build on these results for sustainable human resource planning.

Mamawetan Churchill River Regional Health Authority is a large geographic area which is sparsely populated, wherein 83.5% of northern Saskatchewan identifies themselves as Aboriginal. 33.45% of MCRRHA have self-identified as being of Aboriginal ancestry. In comparison to 21% of the general population as Aboriginal, about 37% of the northern population is under the age of 15 years. The long-term unemployment rate in northern Saskatchewan is more than 4 times that of the province. Generally the retention rate of MCRRHR of self identified staff is around 89%. Yet many of these Aboriginal employees are hired into and remain in entry level positions. Often these employees are unprepared to deal with workplace expectations and culture, little or no work experience and many family issues. MCRRHA is proposing to add a "life skills" bridging component to the career pathing plan, assisting employees to manage their personal/work issues in a health manner while they work and pursue further training or education in the health care field. This is a unique concept in the support and development of employees in the region in the development of the career pathing project.

Measurement of effects and quality indictors include; success rates of Aboriginal employees in life-skills and bridging programs leading to Aboriginal employees participating in career pathing, quality of portfolios, numbers of successful career pathing participants (drop-outs vs. numbers waiting), and measures of employee retention.

Northern Inter-Tribal Health Authority is a First Nations health partnership consisting of Peter Ballantyne Cree Nation, Meadow Lake Tribal Council, Prince

Albert Grand Council and Lac La Ronge Indian Band. The Health Authority covers a wide territory including thirty-three communities in northern Saskatchewan. NITHA is focused on career pathing as a means of supporting development of community capacity, and of our employees, particularly of Aboriginal staff, to establish a career path, to be supported in pursuing their career path, and to staying with their organization when hired. This is also an opportunity to build community capacity within the community for members to pursue health and social development employment opportunities at all levels within the organizations and in the region.

In conjunction with the SAHO Career Pathing Pilot Project NITHA is involved in an AHHRI funded project: "in laying the foundation of longer term systematic change in the supply and demand for First Nations, Inuit, and Métis human resources." To pilot a career pathing project in Peter Ballantyne Cree Nation that will provide a learning environment/laboratory of "How To" for the rest of the partners.

NITHA and its Partners have initiated other activities to support its goals related to career pathing and capacity development with the Partnership. This includes a research project funded by the Canadian Institute on Health Research (CIHR) focusing on health human resource planning to establish an Aboriginal HR system.

Measurement of effects and quality indictors include; community awareness created about career pathing, a NITHA career pathing model developed for application in the project, career pathing model supports community health care service providers, employees and community members enrolled and succeeding in preparatory training and career training programs, established position competency profiles and outcomes for selected community health and social development service positions, employees' stories of success and approaches to overcoming barriers in their journey to becoming role modes, mentees and mentors trained, etc.

Prince Albert Parkland Health Region has a current rate of 19% Aboriginal employees and an exponentially growing Aboriginal population. The focus of this project includes workforce audits of occupations in comparison to the NOC system, establishment of a data base to develop inventories re: health careers, post-secondary course requirements, employee KSAs, and to track and maintain HR practices, challenges and outcomes. The project also will engage employees in portfolio development processes using an Aboriginal Employees' Network in a support capacity, and invite partners to build new and innovative approaches, including other project sites, NITHA and other organizations.

Measurement of effects and quality indictors include; success rates of employee in entry level classifications participating in career pathing, increase in skill levels, increased employment opportunities, all levels of the organization are involved in the acceptance and support of the project, increased retention of Aboriginal employees, evaluation, monitoring, and sharing of data and best practices.

Regina Qu'Appelle Health Region is one of the largest employers in southern Saskatchewan. Its demographics include eighteen First Nations Communities and a large Métis population as well as a large urban Aboriginal population. Currently 10.7% of the health region's workforce is Aboriginal, however the City of Regina has an Aboriginal population of 8.7% and the Aboriginal working age population is 7.5%. One of this project's outcomes is to address the issue of "sustainable hours" a partial cause in a retentions rate of only 55% by career pathing Aboriginal employees into other job opportunities providing for better working conditions. Another outcome is to establish the Aboriginal Employees' Network as a support group for participants, to identify project champions and role-models, and develop a broad based partnership at the regional level. A unique outcome for this project is to include literacy and essential skills programs in employee development.

Measurement of effects and quality indictors include; success of entry-level employees in bridging and pre-readiness strategies and develop career paths, an established internal working committee to initiate and guide the project, an established partnership and collaboration at the local level including unions, education and training providers, and professional/licensing bodies, a process to introduce project participants to employer identified occupational needs, a work force audit with identified shortages and hard to recruit occupations, a Career Pathing Advisor hired, successful development and implementation of a mentoring program, and an evaluation process identifying challenges, gaps, results, best practices, and established bench marks for future planning,

Saskatoon Health Region has developed its project linked to the key developments and priorities as outlined in the health region's Corporate Strategic Plan. The Corporate Strategic Plan established specific aims focused on the realization of a representative workforce through two of five Strategic Directions: "Transforming the Work Experience" and "Improved Health for Aboriginal People." The career pathing plan is focused on mentorship and career planning, on the development of a culturally competent mentor and peer groups to support and enhance retention of Aboriginal employees, and in the area of workplace career planning supports. Project initiatives in these areas will be built from the foundational work done in the region over the last two years. As well the region will conduct audits of workforce skills, deficits, demographics, an education inventory, etc.

Measurement of effects and quality indictors include; successful implementation of mentorship and career planning supports, number of mentors and mentees matched in mentorship relationships, number of employees taking mentor training, number of employees actively take part in career planning processes, and number of employees who develop a career/learning portfolio, and to employ quality improvement models in continuous evaluation of the project.

Sunrise Health Region is primarily a rural area that includes First Nations communities located in east central Saskatchewan. On-going surveillance of hard-to-recruit classifications has indicated that, in many of these classifications, the number

of employees eligible for retirement in the next 3-8 years has the potential to critically impact the health services available in this geographic area of SHR. A contributing factor to this issue is the Region's minimal success in recruiting and retaining Aboriginal employees, a group that makes up a large sector of the potential work force. Demographical forecast of the region indicates that the number of Aboriginal employees as a proportion of our potential work force will continue to increase in the future, making it crucial that SHR find ways to improve our recruitment and retention abilities in this area.

Historically, SHR has experienced challenges in both recruitment and retention of Aboriginal employees. As an organization SHR has undertaken several initiatives over the past 10 years to introduce Aboriginal people to employment in health care. In reviewing the numerous initiatives that have been undertaken, there have been many qualitative benefits recognized though the efforts of the region; however, the quantitative outcomes have not shown great success.

Project outcomes include the implementation of career pathing to enhance the organization's ability to recruit, retain, and plan for a qualified workforce, development of partnerships in support of the plan (Regional College, unions, First Nations and Métis organizations, the Yorkton Tribal Council, Tribal Councils in the regions, High Schools in the region, Can-Sask Career and Employment Services, and Society for the Involvement of Good Neighbors), develop models for potential career laddering in the organization for other interested employees, which may assist with future recruitment activities.

Measurements of effects and quality indicators include evidence of career pathing; successful placement of aboriginal employees into positions for which they have been newly trained, and the retention rate of Aboriginal employees.

Recently another Health Region has expressed interest in participating in the pilot project and has been added to the potential project site list:

Prairie North Health Region is the largest geographic rural region with three major centres and the second highest Aboriginal population and the largest percentage (23.3%) of registered Indian residents, as well as fifteen bands within the region, and two regional hospitals. In addition to Saskatchewan residents, this region's catchment area includes and additional 20,000 Alberta residents.

The potential project test site is in an early stage of development, however the project plan includes; identify and connect with potential partners, hold career pathing awareness sessions and needs assessment focus groups, develop a career pathing committee, conduct workforce audits, hold workshops on mentoring and coaching, identify champions, build an education/skills development link with the Battlefords Tribal Council Training and Employment Centre for initial employee development, such as career counseling, resume writing and interview skills, eventually working

collaboratively to develop specific health training in the community, and to build partnerships including First Nations and NITHA.

Measurement of effects and quality indictors include; successful community and stakeholder capacity development respecting awareness and understanding of career pathing, an established list of potential partners and resources, completed needs and readiness assessment, completed work force audit and identification of employer's occupational needs, number of successful participants with career pathing plan, participants have participated in job shadow opportunities, list of available and potential training opportunities communicated to staff, coaches, mentors, champions and participants.

Appendix X

SAHO Career Pathing Pilot Project
Strategy Matrix

February 2007

Project Components, Resources, Activities and Timeframes

Who	(1) Research and Evaluation	Year 1	Year 2	Year 3
SAHO Framework	E-scan of existing models and resources (Pan-Canadian and international) • New developments in Career Pathing • Development of tools and resources	√ √	√ √	√ √
Project Test Sites	Baseline study to define current context (recruitment, retention, absenteeism, etc) • Workforce audits • Employee KSA/Learning audits • Compile required statistical data to support effective decision-making	√ √ √	√ √ √	√ √
SAHO Framework and Project Test Sites	Identify labour market needs and priorities	√	√	√
Project Test Sites	Focus Groups/Strategic planning at pilot sites to develop career pathing plan • Identify priority career paths • Potential pilot site needs and readiness assessment	√ √ √	√	√
SAHO Framework and Project Test Sites	Individual Test Site Evaluation • Create action research framework as foundation for ongoing review of pilot site projects • Ongoing pilot site self-reflection and action research (progress updates, lessons learned and next steps) • Identify and document achievements, challenges encountered, lessons learned, and promising practice	√ √ √	√ √	√ √
SAHO Framework	Overall Project Evaluation • Hire consultant to conduct objective overall project evaluation • Create participatory formative assessment model • Create milestones and benchmarks	√ √ √	√ √	√ √

	as assessment criteria for project (in consultation with stakeholders) • Document and analyze findings, including achievements, promising/best practices, lessons learned, interpretation and recommendations	√	√	√
SAHO Framework	Research on alignment and articulation of competency/performance standards • Revise competencies to support transitions • Benchmark occupational or job standards to facilitate development of learning strategies.	√ √ √	√ √ √	√ √
SAHO Framework	Inventory available providers of RPL services to identify optimal mechanisms, processes and pathways for implementing career pathing in the health sector • Identify education requirements for career paths identified as priority areas • Identify licensure and regulatory requirements for career paths identified as priority areas	√ √	√ √	√ √
Who	**(2) Capacity Building**			
SAHO Framework and Communications Strategy and Dissemination	Awareness building (internal) • Orientation sessions (RPL, career pathing, etc) • Promotion and marketing materials (tailored for unions, employers, employees, HR professionals, etc) • Updates and reports	√ √ √	√ √	√ √
SAHO Framework and Communications Strategy and Dissemination	Awareness building (external) • Orientation sessions (RPL, career pathing, etc) • Promotion and marketing materials tailored to varied audiences • Reports and précis • Presentations at conferences and stakeholder meetings	√ √ √ √	√ √ √ √	√ √ √ √
SAHO Framework and Project Test Sites	Professional Development • Identify priority capacity building topics for pilot project sites on topics including: RPL and portfolio development, flexible assessment,	√	√	√

	career pathing, workplace essential skills, leadership, Thought Patterns for Success, etc.			
SAHO Framework	• Organize capacity building seminars for coordinators, advisors and key stakeholders on topics including: Guiding Circles, Esport, CEW workshops.	√	√	√
SAHO Framework and Project Test Sites	• Identify additional relevant components of career development models, including Setting New Career Pathways, National Standards and guidelines for Career Development Practitioners, etc.	√		
Project Test Sites SAHO Framework and Project Test Sites	• Incorporate Workplace Essential Skills into portfolio development model	√	√	√
	• Build competence with (w)holistic portfolio development, incorporating adult learning principles		√	√
SAHO Framework and Project Test Sites	Develop required materials and resources for sessions and activities	√	√	√
SAHO Framework	Develop guidelines and benchmarks for career pathing advisor performance and practice, including areas of specialization (e.g., mentoring and coaching, portfolio development, etc).	√	√	
SAHO Framework and Project Test Sites	Ongoing monitoring and evaluation of professional development and impact	√	√	√
SAHO Framework and Communications Strategy and Dissemination	Career Pathing Partners Forums	√	√	√
SAHO Framework and Communications Strategy and Dissemination	Career Pathing Conference		√	√
Who	**(3) Partnership Building**			
SAHO	Hold Health Sector Partnership Steering Committee meetings to review progress and share information and developments	√	√	√
	• Invite relevant stakeholders to Participate	√	√	√

SAHO Framework	Hold Strategic Framework Advisory Committee meetings to inform the pilot project, develop best practices, share challenges, problem solving and advise the sector strategy.	√	√	√
SAHO Framework and Communications Strategy and Dissemination	Develop promotional and marketing materials, tailored to various audiences • Create Career Pathing Resource Guide	√ √	√	√
SAHO Framework and Communications Strategy and Dissemination	Deliver information sessions at meetings and events • Identify opportunities for partnering	√	√	√
SAHO Framework and Project Test Sites	In coordination with stakeholders, conduct ongoing review of systems and services available (to minimize redundancy)	√	√	√
SAHO Framework and Communications Strategy and Dissemination	Establish communication strategy to build and maintain effective networks for collaboration and cooperation	√	√	
Project Test Sites	Identify and develop partnerships at the project test sites to facilitate career pathing and collaborate in service delivery.	√	√	√
SAHO Framework and Communications Strategy and Dissemination	Document and share the health sector career pathing model with others.	√	√	√
SAHO Framework	Facilitate meetings on contentious topics to negotiate understanding and work toward achieving a common vision	√	√	√
SAHO Framework and Communications Strategy and Dissemination	Maintain ongoing database of stakeholders for effective communication and networking	√	√	√
SAHO Framework and Project Test Sites	Developing Welcoming Workplaces • Cultural sensitivity training • Integrating RPL principles in HR practice • Establishing systems of role models and mentors • Creating mechanisms where workplaces recognize people's talents and gifts (KSAIs)	√	√	√

Project Test Sites	Work with K-12 system, encouraging youth (especially aboriginal youth) to consider career opportunities in the health and social development (esp. studying math and science)	√	√	
Who	**(4) Implementation**			
SAHO Framework and Project Test Sites	Conduct Focus Groups with pilot sites to identify needs and gaps as well as define priorities • Readiness and needs assessment (linked to research stream) • Identify available resources	 √ √		
SAHO Framework and Project Test Sites	Design and develop site specific action/work plans that will contribute to the overall vision of career pathing in Saskatchewan's health sector • Identify relevant specialized project components unique and relevant to test site priorities • Adjust project components to meet the needs and readiness of test sites, including participants	√ √	 √	 √
SAHO Framework	Develop criteria for participant selection • Focus group with coordinators/advisors, unions and other stakeholders • Create assessment tool • Create participant recruitment methods and recruit participants	 √ √ √	 √ √	 √
SAHO Framework and Project Test Sites	Design and develop processes that are respectful of diverse cultural traditions and values to identify worker knowledge, skills, attitudes and insights • Establish portfolio development processes in the workplace • Provide necessary services and supports to foster portfolio development among employees • Create linkages with education/training providers, employment agencies, etc, to support employees in career pathing	√	√	√
SAHO Framework and Project Test Sites	Create resources to support career pathing activities • Create valid and credible outlines,	 √	 √	 √

Project Test Sites	templates and tools for identifying, documenting and demonstrating learning • Create protocols and guidelines to inform participants of requirements of the process	√	√	
SAHO Framework and Project Test Sites	Design and develop policies and processes for referring candidates to appropriate service delivery agencies	√	√	√
	• Renew and refine relationships with service providers		√	√
	• Work with education and training providers to support creation of culturally relevant, responsive preparatory and bridging programs		√	√
Project Test Sites	Work with up to 20 employees to identify potential career path			
	• Provide career pathing guidance to employees	√	√	√
	• Deliver wholistic portfolio development and other required workshops	√	√	√
	• Work with employees to identify necessary supports and services	√	√	√
	• Make referrals to appropriate service delivery agencies	√	√	√
	• Support employees in making informed employment or education transitions	√	√	√
	• Support employees to apply for formal recognition or credit	√	√	√
	• Evaluate progress on an ongoing basis	√	√	√
Project Test Sites	Work with employees to facilitate participation in focused education.		√	√
Project Test Sites	Work with employees to become involved in flexible upskilling supports such as coaching, mentoring, and job shadowing.		√	√

Appendix XI

List of Presentations re: Career Pathing

Aboriginal Employment Community Dev. Strategic Planning 2005	2005	IANE	National	Presenter *
CAPLA 2005	2005			Participant
AWPI- IANE	2005	Ottawa	National	Presenter *
Mainstreaming Health HR Innovations 2005	2005	Health Canada, Dalhousie	National	Presenter *
Satellite Session	2005	Representative Workforce & Partnerships		Moderator
Westnet Measuring Successes 2005	2005	Western Canada Workplace Essential Skills Training Network		Participant
Aboriginal Health Human Resource Western Forum	2006	HRSDC	National	opening speaker
Aboriginal Education Health Provider Summit 2006	2006	BC Education Council		Presenter *
CAPLA 2006	2006			Presenter *
National Health Leadership 2006	2006	Canadian Health Care Assoc.	National	Presenter *
Ontario Hospital Association – Aboriginal Health Conference 2006	2006	Ontario's Hospital's Assoc.	Provincial	Presenter *
Road to Competency 2006	2006	NIICHRO	National	Panel Presenter *
Workforce Connex Conference 2006	2006	AHRDCC/HRSDC	National	Speaker
Finding a Balance: Pathways to Health	2006	U of S, Nursing	Provincial	Speaker
SAHO Convention	2000	SAHO		Presenter
SAHO Convention	2001	SAHO		Presenter
SAHO Convention	2002	SAHO		Presenter
SAHO Convention	2004	SAHO		Presenter *
* Presented on Career Pathing Initiative				
Workshops				
Aboriginal Health Human Resource Western Forum	2006	HRSDC	National	Presenter*
Four Generations - One Workplace: Recruiting, Relearning & Leading the Changing Workplace	2006	STOM Module One		
Managing Things Leading People - The Learning Edge	2006	3 Day Workshop		
National Task Force on Continuing Education Certificate in Business Speaking Skills		Rockhurst University - Continuing Education Centre		
Recipient of PARWC - Industry Award				
Recipient of SFLDB Excellence Award for Succession Planning	2006			